

# RCSD Quarterly Report on Implementation of State Monitor’s Academic Plan Recommendations January – March 2021 Reporting Period

**Status:**

- Blue:** Implementation completed; the school district has satisfactorily met the benchmark.
- Green:** The district is on schedule to meet this benchmark.
- Yellow:** The district is behind schedule.
- Red:** **Violation** - The district has not met or will not meet this benchmark in the specified time.
- Not Applicable:** The benchmark does not pertain to this reporting period.

**Part A: Implementation Status**

In the table below, provide the actions that the District has taken to implement each of the State Monitor’s recommendations, the status of the District’s implementation, the evidence of implementation, and any other information pertinent to implementation.

**Part B: Progress Benchmarks**

In the table below provide a summary of the status of the district’s attainment of progress benchmarks contained in the Monitor’s Report or established by the district.

Recommendations for Turnaround Leadership Domain						
Recommendation(s) <small>Recommendation #s</small>	Benchmarks <small>Summary of the status of the district’s attainment of progress benchmarks contained in the Monitor’s Report or established by the district.</small>	Current Status	District Action(s) <small>District’s self-assessment of the implementation status of the recommendation</small>	Evidence of Action <small>Indicate where evidence can be found of the actions taken by the district.</small>	Other Information	Final Date to Complete/Implement
YEAR ONE						
<p>The district leadership shall develop and have approved by the Board of Education standard operating procedures (SOP) for professional development, including the protocol for onboarding new board members, which shall be fully implemented by <b>December 30, 2020</b>.</p> <p><b>Recommendation #1</b></p> <p>1. <i>Board resolution adopting standard operating procedures.</i>                      2. <i>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.</i></p>	<p>Benchmarks</p> <ul style="list-style-type: none"> <li>- BOE to draft SOP for Commissioner onboarding</li> <li>- BOE staff to work with administration about folding Board onboarding SOP with general PD SOP</li> </ul> <p><b>District Leadership</b> reviewed Standard Operating Procedures for school districts across the country and this is a process that will take several months to develop and have approved by the Board of Education. SOPs have multiple sections and include (but are not limited to) the following sections:</p> <ul style="list-style-type: none"> <li>• Internal controls, accounting, budget process, purchasing, accounts payable, payroll, human resource management, facilities, risk management, transportation, food service, technology systems, training and management, else well as board operations</li> </ul> <p><b>Please see Part C regarding requests for modification.</b></p>	<p><b>Blue</b></p> <p><b>Yellow</b></p>	<p>The Board’s onboarding process is currently already dictated through the New Board Member Orientation Policy (Policy 2510). However, an SOP has been drafted up to formalize the internal procedures that complement each step of the process. Dr. Jallow was provided with an update on Commissioner William Clarke’s onboarding on 12/29 /20 and again on 2/8/21 for activities that took place after Mr. Clark was sworn in on 1-4-21.</p>	<p>See attached Board Onboarding Process SOP Presentation (presented and discussed between Board Members on 1-5-21) <a href="#">Board Onboarding Process SOP Update.pdf</a> and email correspondences with Dr. Jallow regarding updates on the onboarding of the Board’s newest commissioner</p> <p>January correspondence: <a href="#">Email Correspondence w. Dr. Jallow re Onboarding 12-29-20.pdf</a></p> <p>February correspondence <a href="#">Email Correspondence w. Dr. Jallow re Onboarding 2-8-21.pdf</a> and attachment referenced with Commissioner Clark’s onboarding meeting schedule: <a href="#">Commissioner Clark scheduled meetings with Cabinet Members.pdf</a></p> <p><b>SOP examples used by district leadership:</b> <a href="#">SOP Manual Sept 2019 v3.pdf</a></p> <p><a href="#">PUBLIC SCHOOLS</a></p>		<p><b>1/31/2021</b></p> <p><b>12/30/2020</b></p>
<p>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 content of the resolution 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. District leadership shall conduct a quarterly review of resolutions that were successfully approved by the Board. 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.</p> <p><b>Recommendation #2</b></p>	<p>District Leadership’s protocol for review of Resolutions prior to presentation to the Board.</p>	<p><b>Blue</b></p>	<p>Established and communicated expectations for Deputies and Chiefs to review their respective areas’ submission of Resolutions and Executive Summaries (including all related supplementary information) <u>prior to</u> submission for Cabinet Packet.</p> <p>Created a schedule designed to accommodate and facilitate review of Resolutions by District Leadership, not once but twice, before release to the Board:</p> <p>1<sup>st</sup> review - Deputies/Chiefs review with respective department heads prior to submission for inclusion with “Cabinet Packet”.</p> <p>2<sup>nd</sup> review - Executive Cabinet reviews “Cabinet Packet” prior to release of “1<sup>st</sup> Packet” to the Board.</p> <p>Provided reminders to District Leadership, et al, regarding importance of thorough review of Resolution content, implication of actions, and the additional expectations as set forth in the State Monitor <a href="#">Financial Plan</a> and <a href="#">Academic Work Plan</a>.</p>	<p>PowerPoint Presentation provided to Superintendent’s Cabinet and the Board’s Governance &amp; Policy Committee of the Whole (see attached PDF entitled “PowerPoint Presentation”) <a href="#">PowerPoint Presentation - Governance &amp; Policy COW 12-1-20.pdf</a></p> <p>Resolution Deadlines schedule was disseminated to District Leadership and also made available via SharePoint posting. (A copy of Resolution Deadlines is attached.)</p> <p><a href="#">Resolution Deadlines (12-7-20).pdf</a></p> <p>Internal weekly publication entitled “Bulletin Board” provides a recurring reminder of the schedule and includes a hyperlink to SharePoint. (A copy of the Bulletin Board excerpt is attached.) <a href="#">Bulletin Board excerpt.pdf</a></p> <p>See attached copy of 2 emails regarding proposed revisions to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2/25/21 1st Packet</li> <li><input type="checkbox"/> 3/25/21 Cabinet Packet</li> </ul> <p><a href="#">Reminder RE proposed revisions to 2-25-21 1st Packet.pdf</a></p> <p><a href="#">Reminder RE proposed revisions to 3-25-21 Cabinet Packet.pdf</a></p> <p><b>Update:</b> April, 2021 A monthly meeting has been scheduled with the Chiefs and their designees to review resolution content to ensure accuracy and discuss anticipated questions the board may have related to these items.</p>		<p><b>1/31/2021</b></p>
<p>All Board meetings shall be conducted in strict accordance with Roberts Rules of Order</p> <p><b>Recommendation #3</b></p> <p>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</p>	<p>Benchmarks:</p> <ul style="list-style-type: none"> <li>- Board staff will work with the General Counsel and the State Monitor to draft a PD on Roberts Rules to be conducted at the Organizational Meeting</li> <li>- General Counsel will continue to liaise with Dr. Jallow and the Board Clerk to establish protocol for</li> </ul>	<p><b>Blue/ Green</b></p>	<p>The Board’s Parliamentarian (General Counsel) has discussed documentation of violations with Dr. Jallow. At this time there are no violations to share.</p> <p>A presentation on Roberts Rules was conducted at the Annual Organizational Meeting on 1-4-21. This presentation has been archived to be updated and shared annually with new</p>	<p>See attached PD presentation on Roberts Rules conducted on 1-4-21 by General Counsel (Parliamentarian) <a href="#">Roberts Rules (1-4-21 by GGC).pdf</a></p> <p><b>Update:</b> April, 2021 All Board members have been issued/have in their possession copies of the Roberts Rules. The Board continues to review meeting efficiencies and protocols as it relates to violations. A review of Board proceedings</p>		<p><b>Effective Immediately</b></p>

<p>implemented immediately.</p> <p>2. Artifacts demonstrating the following shall be made accessible for review by the State Monitor:</p> <p>Annual training at the first Board meeting on - Robert's Rules of Order</p> <p>RCSD counsel serving as Parliamentarian Documentation of Violations of Robert's Rule of Law by Commissioners</p>	<p>Board conduct in accordance with Roberts Rules</p>		<p>and returning commissioners before the start of each year.</p>	<p>will take place in the 5/4 Governance Meeting to share how Board members have been assessing themselves during meetings. Through the Board Meeting <a href="#">Poll</a></p> <p>Further documentation will be shared following this meeting</p>	
<p>The Board shall incorporate racial bias training into the onboarding process for new Board Commissioners and the professional development plan for all Board Commissioners.</p> <p><b>Recommendation #4</b></p> <p>Included in the Standard Operating procedures for onboarding new Board Commissioners by January 31, 2021.</p>	<p>Benchmarks:</p> <ul style="list-style-type: none"> <li>- The Board will establish an agreed curriculum and designate an appropriate trainer to conduct the Racial Bias Training</li> <li>- The Racial Bias Training will be folded into the Board's Onboarding Standards of Operating Procedure (SOP)</li> </ul>	<p><b>Green</b></p>	<p>This training is still in development—so that it can be methodically included in the SOP. This action item is a little more complex than anticipated to establish what such a program would look like and secure a consultant to provide this training. The Board met in its Community and Intergovernmental Relations (CIGR) Committee on 1/26 and brainstormed a draft curriculum for the training.</p> <p>Board Staff has been exploring options with Board partners (NYSSBA, MCSBA and the Big 5), as well as external entities (The United Way etc.). Several potential vendors have been identified however, Board staff met with the Purchasing Dept. and will be putting out an RFP by mid-February (requires completion of RFP form to ensure formal submission from current options and consideration of a wider vendor pool as well. This process is intended to be completed by June 2021 with Summer training for all Board Members during the Board's July and August Retreats.</p>	<p>See attached 1/26 CIGR Committee Agenda <a href="#">CIGR HR Committee Meeting Agenda- January 2021.pdf</a></p> <p>and the Racial Bias Training "curriculum brainstorm" <a href="#">CIGR Racial Bias PD Brainstorm updated 2-1-21.pdf</a></p> <p><b>Update:</b> April, 2021 An RFP Boilerplate was developed to solicit vendors to provide this training: <a href="#">RFP Boilerplate for Board Racial Bias Training</a> While the Board did not subsequently decide to move forward on this venture, the RFP document may be utilized as a resource for vetting potential contracts. The Board will continue to vet potential providers throughout May-June with the intent of Board Training taking place before the School Year commences and for orientation in Jan 2022. Conversations will continue in the Governance Committee. See May agenda attached: <a href="#">May 2021 Governance Agenda</a></p>	<p><b>1/31/2021</b></p>
<p>The Board Policy Committee shall be held responsible for jointly developing a process for regularly reviewing and updating RCSD Board policies</p> <p><b>Recommendation #5</b></p> <p>1. The Policy Committee Chair shall present a protocol for reviewing Board policies during a Policy COW scheduled no later than <b>December 30, 2020</b>.</p> <p>2. Policies shall be presented as action items monthly at the Policy COW meetings beginning <b>March 1, 2021</b>.</p>	<p>Benchmarks:</p> <ul style="list-style-type: none"> <li>- The Policy Committee Chair will work with Board Staff and the remainder of the Board to establish a process for the regular update of Board Policies</li> <li>- A Policy Update Committee will be formulated to conduct an overhaul of the Board's Policies</li> <li>- Policy Agendas will be drafted with a focus on regular policy review</li> </ul>	<p><b>Blue/Green</b></p>	<p>The 12-3-20 Policy Committee Meeting featured a presentation on the policy manual update protocol. The Board agreed to move forward with this protocol, which started formally on 1-13-21. Once the policies have been through this process, the Board will review in accordance with the Formulation, adoption and amendment of Policies Policy (Policy 2410) and the Policy Review and Evaluation Policy (Policy 2460)</p>	<p>See the attached Policy Manual Update Proposal Presentation (conducted on 12-3-20) <a href="#">Policy Update Proposal Presentation.pdf</a></p> <p>Policy Review Process Master Calendar <a href="#">Policy Review Process Master Calendar.pdf</a></p> <p>Policy Manual Update Projected Calendar <a href="#">Policy Manual Update Projected Calendar.pdf</a> and the Criteria for policy analysis <a href="#">CRITERIA FOR POLICY ANALYSIS.pdf</a></p> <p>These documents are being utilized to facilitate Policy Update Process.</p> <p>Additionally, please see the Policy Agendas for the past 3 months showing that policies are being reviewed regularly at Committee meetings:</p> <p>December Policy Committee Meeting <a href="#">December 2020 Policy-Governance Committee Meeting Agenda.pdf</a></p> <p>January Policy Committee Meeting <a href="#">January 2021 Policy-Governance Committee Meeting Agenda.pdf</a></p> <p>February Policy Committee Meeting <a href="#">February 2021 Policy-Governance Committee Meeting Agenda.pdf</a></p> <p><b>Update:</b> April, 2021 March Policy Committee Meeting <a href="#">March 2021 Policy-Governance Committee Meeting Agenda</a></p> <p>April Policy Committee Meeting <a href="#">April 2021 Policy-Governance Committee Meeting Agenda</a></p>	<p><b>12/30/2020</b></p> <p><b>3/1/2021</b></p>

<p>All Board Goals shall be SMART: specific, measurable, attainable, relevant and time-based</p> <p><b>Recommendation #6</b></p> <ol style="list-style-type: none"> <li>1. SMART goals shall be posted on the District website beginning no later than January 1, 2021.</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> </ol> <p>The Board goals shall be posted prominently throughout the District, including the Board room at the central office</p>	<p>Benchmarks:</p> <ul style="list-style-type: none"> <li>- Post Board Goals to the website and fulfill all stated requirements for public access</li> <li>- Provide updates on the Board goals at Committee Meetings</li> <li>- Disseminate Board goals to the schools and programs</li> </ul>	<p><b>Blue</b></p>	<p>SMART Goals were posted to the District website on 1/8/21 and posted in full text to allow for language translation of the page by Google to all who visit (not just English and Spanish, but to all languages that Google facilitates). Board staff has also incorporated this process into the master calendar, so that the goals will be updated on the website annually once adopted by the Board (Board discussion/vote slated for August annually) and will be updated annually in September each year. Board Staff worked with the Communications Department to have the Goals shared as a screensaver for all live streamed Board meetings (while virtual) starting with the 1-21-21 Business Meeting. Additionally, Board Staff worked with the District print shop to have the Board goals and metrics appropriately posted in Central Office Board &amp; Conference Rooms, and in each school and program across the District. These will be disseminated to the schools and programs on 2/15 now that schools have reopened.</p>	<p>Goals may be accessed on the District website at <a href="#">2020-21 Board Goals and Metrics</a></p> <p>The Board goals went live as a screensaver for Board Meetings starting on 1-21-21 and are evidenced in the archives of each meeting on the District's website at <a href="#">Rochester Board of Education Business Meetings</a></p>		<p>1/1/2021</p>
<p>A multi-year Executive Leadership Professional Learning Plan to be implemented beginning with the 2021-2022 school year.</p> <p><b>Recommendation #7</b></p>	<p>Benchmarks:</p> <ul style="list-style-type: none"> <li>- Executive Cabinet members will set annual goals and will be evaluated. These goals will connect to district, department and personal goals.</li> <li>- Multi-year plan developed for individuals and the executive cabinet as a whole.</li> </ul>	<p><b>Green</b></p>	<p>A new evaluation system has been established for the Executive Cabinet and is focused on goal development.</p> <p>A professional development plan will be developed this spring and will focus on individual goals, needs and the District's need for turnaround leadership. This plan is indicated under the evidence column (April 2021).</p>	<p>The Executive Cabinet was provided professional development on the Turnaround Leadership Actions and Competencies. Please find professional development that was provided to the Executive Cabinet on turnaround instructional leadership. Including readings and a slide deck of activities.</p> <p>A strategic planning group will convene in March and focus on the development of turnaround professional development for school building leaders in our Receivership Schools. Chief Miller is partnering with the Executive Director of School Innovation, Daniel Hurley and others to plan for this work and deliver beginning this spring and continuing throughout the summer and the 2021-2022 school year.</p> <p>A plan was presented in April to the Executive Cabinet, Principals and ASAR. Proposals to fund these plans have been submitted for consideration and details are below (April 2021).</p> <p>Grant funds have been obtained to fund a new Director of Staff and Educator Effectiveness to start on July 1, 2021. The individual hired into this position will help ensure the advancement of turnaround leadership development across the district and at the Executive Cabinet level. Please find a reorganization plan for the Office of Human Capital which was presented to the Board of Education on January 26.</p> <p>The Chief of Human Capital provided an introductory training on turnaround leadership to all principals on April 21, using a similar set of resources, presentation below.</p> <p><a href="#">Building &amp; District Leadership High-Level Approach</a> (April 2021)</p> <p><a href="#">Proposal to Implement Turnaround School Leaders Program (TSLP) and Aspiring Leaders Academy</a> (April 2021)</p> <p><a href="#">Turnaround Leadership Intro--Exec Cabinet</a></p> <p><a href="#">Turnaround Leadership Intro--Principals</a></p> <p><a href="#">Turnaround Leadership Actions</a></p> <p><a href="#">Turnaround Leader Competencies</a></p> <p><a href="#">Turnaround Leadership Self-Assessment</a></p> <p><a href="#">Turnaround Leadership Personal Plan</a></p> <p><a href="#">Turnaround Leadership Guide</a></p> <p><a href="#">Turnaround Leadership Exec Cabinet Slide Deck</a></p> <p><a href="#">Director of Staff &amp; Educator Effectiveness Job Description</a></p>		<p>5/15/2021 Yearly</p>
<p>Development of the Superintendent's evaluation process by The Board shall be completed and submitted to the State Monitor on or before <b>September 30, 2021, and by September 30 annually thereafter.</b> The Board shall begin evaluating the Superintendent immediately upon completion</p> <p><b>Recommendation #8</b></p> <p><i>A copy of the standard operating procedure for Superintendent evaluation provided to the State Monitor on or before September 1st of each school year.</i></p>	<p>-</p>	<p>N/A</p>				<p>9/30/2021</p> <p>9/1/2021 Annually</p>
<p>Superintendent evaluation should be initiated no later than 30 days following the first day of school each year.</p> <p><b>Recommendation #9</b></p>		<p>.N/A</p>				<p>10/10/2021 or 30 days after beginning of school</p>

YEAR TWO						
<p>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:</p> <ol style="list-style-type: none"> <li>Record votes</li> <li>Enter meeting minutes</li> <li>Display meeting information to an audience during board meetings</li> <li>Load agenda items using advanced document workflow technology</li> </ol> <p><b>Recommendation #10</b></p> <p>5. Board shall begin utilizing more components of Board Docs with full implementation of all components by <b>August 30, 2021.</b></p> <p>6. Board shall reduce the number of monthly executive sessions compared to the previous year, beginning <b>September 1, 2021</b></p> <p>An additional service extension (additional cost required) called BoardDocs Plus would allow the Board to manage separate meetings for multiple boards or committees</p>	<p><b>Update:</b> April, 2021</p> <p>Benchmarks:</p> <ul style="list-style-type: none"> <li>Consistent review of Board Meetings via Board Meeting Poll for evaluation and potential reduction</li> <li>Documentation of all Executive Session Items starting in January 2021 and purpose--to be reviewed during Board Retreat for evaluation year-over-year and potential reduction</li> <li>BoardDocs launch rollout and accessibility by users</li> </ul>	Green	<p><b>Update:</b> April, 2021</p> <ul style="list-style-type: none"> <li>BoardDocs rollout and training slated for May 2021.</li> <li>Executive Session documentation is being collected for all times the Board meets</li> <li>On May 4, 2021, there will be a presentation during the Governance Committee of the Whole relative to a Board Meeting Reduction Plan.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Access Designation List</a></li> <li><a href="#">BoardDocs Training Schedule</a></li> </ul> <p>Presentation and other pertinent information will be submitted after the meeting has occurred.</p>		<p>8/30/2021</p> <p>9/1/2021</p>
MULTI-YEAR						
<p>Superintendent should exercise all powers allowed under Education Law 211.f and Commissioner's Regulations 100.19.</p> <p><b>Recommendation #11</b></p>		N/A				9/2021

Recommendations for Talent Development Domain						
Recommendation(s)	Benchmarks	Current Status	District Action(s)	Evidence of Action	Other Information	Final Date to Complete/Implement
	Summary of the status of the district's attainment of progress benchmarks contained in the Monitor's Report or established by the district.		District's self-assessment of the implementation status of the recommendation	Indicate where evidence can be found of the actions taken by the district.		
YEAR ONE						
<p>Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate onboarding, accountability, and supervision throughout the district.</p> <p><b>Recommendation #1</b></p> <p>1. By <b>February 1, 2021</b>, submit to the State Monitor a plan to create and update the SOP of each department in the 4th quarter of every year.</p> <p>2. The first cycle of plans shall be created and submitted for review by cabinet members by <b>June 1, 2021</b>. The cycles shall continue on a quarterly basis.</p>	<p>The administration is behind on its submission to the State Monitor, "a plan to create and update the SOP of each department." <b>Please section C regarding requests for modification.</b></p> <p><b>District Leadership</b> reviewed Standard Operating Procedures for school districts across the country and this is a process that will take several months to develop and have approved by the Board of Education. SOPs have multiple sections and include (but are not limited to) the following sections:</p> <ul style="list-style-type: none"> <li>Internal controls, accounting, budget process, purchasing, accounts payable, payroll, human resource management, facilities, risk management, transportation, food service, technology systems, training and management, else well as board operations</li> </ul>	Green	<p>As of January 31st, the Finance Department Direct Reports have been advised that they are to resurrect SOPs from years past and to begin the update process effective immediately. The attached SOP plan was delivered to the State Monitor in an email format. The SOP deliverable is listed as a standing agenda item on the Direct Report weekly meeting. This endeavor will be very time consuming given that the SOPs for Finance have not been updated since 2015. The first SOP to be completed is the reconciliation of Charter/Private/Parochial School enrollment verification. The CFO will be prepared to deliver the updates by 6/1/21 to Cabinet as indicated.</p> <p>The Office of Human Capital will work with each department supervisor to update/review any current SOPs and assist with filling gaps and assist with any that have not been developed.</p> <p>Deputy Superintendents are working with all departments to create, update and or review any current SOPs and established a timeline for completion.</p> <p>The Executive Cabinet will present at Cabinet meetings to ensure all are familiar with SOP procedures. Doodle link to sign up is <a href="#">here</a>.</p>	<p><a href="#">SOP Plan for Finance Department</a></p> <p><a href="#">SOP Plan for Office of Human Capital</a></p> <p>SOP examples used by district leadership</p> <p>Standard Operating Procedures and Internal Controls</p> <p><a href="#">SOP Memo to All Cabinet Members</a></p> <p>SOP Memo sent to staff can be found <a href="#">here</a>.</p> <p><a href="#">Link to Specific Departmental Additional SOPs</a></p> <p><a href="#">SOP Plan for Finance Department</a></p> <p><a href="#">SOP Plan for Office of Human Capital</a></p> <p><a href="#">General Counsel Office SOP</a></p>		<p>By 2/1/2021</p> <p>6/1/2021</p>
YEAR TWO						

<p>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:</p> <ul style="list-style-type: none"> <li>▪ Staff Relations</li> <li>▪ Recruitment &amp; Selection</li> <li>▪ Staff &amp; Educator Effectiveness</li> </ul> <p>Create a talent management plan to properly support and develop all staff, with a focus on succession planning, particularly for key leadership roles.</p> <p>Change Chief of Human Resources title to Chief of Human Capital, or Chief Human Capital Officer</p> <p>Clarify, reset and establish a human capital branding, including clarification of the role of the Chief Human Capital Officer (CHCO)</p> <p><b>Recommendation #2</b></p> <p><i>1. Existence of a new RCSD Human Capital website and social media reflecting upgraded branding by June 30, 2021.</i></p> <p><i>2. Organization charts are updated and appear on the district and school websites by August 15 of each year.</i></p> <p><i>3. New talent management plan by July 2021.</i></p> <p><i>4. Implementation of new talent management plan by September 2021.</i></p> <p><i>5. Creation of a reorganized Department of Human Capital</i></p>	<p>Benchmarks:</p> <ul style="list-style-type: none"> <li>- Reorganization of the Office of Human Capital</li> </ul>	<p>Green</p>	<p>The new chief of human capital implemented an entry plan to study the current organization.</p>	<p>A reorganization plan was developed, presented to the Board of Education and is currently under implementation in the Office of Human Capital.</p> <p><a href="#">Office of Human Capital Reorganization Human Capital Strategic Plan Taskforce Update</a> <a href="#">RCSD Organization Charts</a></p> <p><a href="#">Building &amp; District Leadership High-Level Approach</a> (April 2021)</p> <p><a href="#">Proposal to Implement Turnaround School Leaders Program (TSLP) and Aspiring Leaders Academy</a> (April 2021)</p>		<p>6/30/2021</p> <p>8/15/2021</p> <p>7//2021</p> <p>9/2021</p>
<p>Develop a standard operating procedure and subsequent training program on progressive discipline of employees. Document an aggregate of all disciplinary actions in a monthly report to the executive cabinet for review and potential Board action.</p> <p><b>Recommendation #3</b></p> <p><i>1. Submit final draft of SOP for progressive discipline to Monitor by April 2021.</i></p> <p><i>2. State Monitor should review a redacted aggregate of employee progressive discipline records on a bi-weekly basis effective July 1, 2021.</i></p>		<p>N/A</p>		<p><a href="#">SOP for Progressive Discipline of Staff</a></p> <p><b>Progressive Discipline Training Plan:</b> Meet with all building and district leaders to review SOP for progressive discipline, ensure understanding, expectations, links, training, and support.</p> <ul style="list-style-type: none"> <li>● Meeting with Executive Cabinet April 27, 2021</li> <li>● Meeting with Principals at Leadership Academy: May 19, 2021</li> <li>● Meeting with District Leaders (operations, finance, T&amp;L, etc): by June 1, 2021</li> <li>● Newly hired leaders will be oriented as hired</li> </ul> <p>A report will be sent to the Executive Cabinet and Independent Monitor Weekly, a sample is linked here: <a href="#">Weekly Staff Discipline Report Example</a></p>		<p>4/2021</p> <p>7/1/2021</p>
<p>Update the 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>▪ Turn Around Leadership Actions and Competencies.</li> <li>▪ Management Skills</li> <li>▪ Data utilization for resource allocation and academic achievement</li> <li>▪ Behavioral support</li> <li>▪ Support for diverse student populations.</li> <li>▪ Change Management</li> <li>▪ Community Outreach and Engagement</li> </ul> <p><b>Recommendation #4</b></p> <p><i>1. Submission of an annually updated systematic professional development plan by May 1 for the subsequent school year.</i></p> <p><i>2. Submission of an annually updated program evaluation instrument by May 1 for the subsequent school year.</i></p> <p><i>3. Implement a protocol whereby all supervisors support, coach, and hold direct reports accountable for progress in meeting academic and department goals. Ensure supervisors provide regular, meaningful, clear, and timely feedback aligned with performance goals;</i></p>	<p>We have been working on reopening for health and safety for the District, simultaneous instruction and developing the PD Wednesdays structure that offers a variety of PD to Teachers that focuses on simultaneous instruction. We also have worked diligently with RAP to provide PD on technology, instructional platforms, simultaneous instruction, and special education instruction. The current District Professional Development Plan is still being updated to include the current Superintendent's strategic plan.</p> <p>We have identified and selected an evaluation tool for evaluative use. The Office of Accountability currently only has one analyst to conduct evaluations for the entire district. We have attached three completed evaluations conducted this Winter by this analyst, on RCSD programs. It is our goal to increase capacity and scope as described in the attached memos by expanding the capacity of evaluations district-wide. To do so in part, we are hiring two program evaluators to conduct this work, funded by Title II. We are waiting for Civil Service to complete their review and clear the roles for posting, which will be followed by a departmental reorganization.</p> <p><b>Please see Part C regarding requests for modification.</b></p>	<p>Green</p>	<p>The Office of Professional Learning (OPL) has been continuously updating PD Wednesdays structure offering a variety of PD to Teachers that focuses on simultaneous instruction.</p> <p>Program Evaluation Indicators have been developed and are being used. Annual update to the program evaluation instrument will be completed and submitted by May 1. Ongoing program evaluations have occurred with expanded scope anticipated in 2021-22.</p>	<p><b>Updated evidence of completed RCSD program evaluation reports can be found here: <a href="#">LINK</a>, <a href="#">LINK</a>, and <a href="#">LINK</a>.</b></p> <p>Documents regarding program evaluation can be found <a href="#">here</a>.</p> <p>The RCSD process can be found here: <a href="#">here</a>.</p> <p>PD Wednesday offerings can be found <a href="#">here</a>.</p> <p><a href="#">RAP Professional Learning Opportunities 2020-2021</a></p> <p><a href="#">RCSD Simultaneous Instruction Workshops</a></p> <p><a href="#">December 4 Early Release Day Workshops</a></p> <p><a href="#">October 8 Professional Learning</a></p> <p><a href="#">Superintendent's Conference Days September 8 and 9</a></p> <p>Refer also to Recommendations for Turnaround Leadership Domain, #7 above.</p>		<p><b>1/1/2021</b></p> <p>By 5/1 for subsequent school year</p>

<p>4. Effective January 1, 2021 program evaluation indicators shall be used quarterly to measure the impact of programs.</p>					
<b>MULTI-YEAR</b>					
<p>Develop and fund a leadership academy for central office leaders.</p> <p>Develop and fund a leadership academy for aspiring school leaders.</p> <p><b>Recommendation #5</b></p> <p>The District administration shall adhere to the following:</p> <p>1. Include a budget line for two leadership academies in the 2022-23 school year budget.</p> <p>2. A copy of the goals, purpose, scope of work and evaluation tool submitted to the State Monitor for review and approval for each academy by February 2021 and annually each February thereafter.</p> <p>3. Evaluations and progress reports from each academy submitted to the Monitor for review quarterly throughout the duration of each academy.</p> <p>4. Final report of each academy submitted for evaluation by the State Monitor at the conclusion of each academy.</p>	<p>RCS D has experienced significant turnover at the central office level. It is critical that a review occurs relative to potential vacancies.</p> <p>School Chiefs worked with Bank Street, Leadership Academy and NYS Ed to develop a contract that will allow RCS D Teachers to participate in the Roc Urban Leadership program for aspiring leaders.</p> <p>School Chiefs will review the mid-year documentation provided by the candidates and participate in the year-end capstones.</p>	<p><b>Yellow</b></p>	<p>The Chief of Human Capital will develop goals and objectives for a central office leadership academy. In the first year, the cost will be minimal and will be covered in the HC current budget.</p> <p>Using a P-20 Grant, the Rochester City School District (RCS D) in collaboration with Bank Street, The Leadership Academy and the New York State Education Department offers aspiring leaders the opportunity to receive their School Building Leadership certificate through a rigorous program. The program intent is for the RCS D to have an in-house principal pipeline of candidates trained in Rochester school to lead Rochester schools.</p> <p>Bank Street provides the registered graduate program in school leadership, and The Leadership Academy provides the expertise in supporting, developing and training new principals, Rochester City School District selects facilitators, principal mentors and students. The three partners collaborate to develop a program comprising thirty graduate credit hours, including an internship, in an RCS D school, under a mentor-principal. Rigorous coursework is in conjunction with the internship provides candidates the opportunity to take their theoretical learning, and put it into real-life, real-time plans and situations. Below are the roles of each organization:</p> <p><b>RCS D:</b></p> <ul style="list-style-type: none"> <li>· School Chiefs will oversee the Model P20 Program;</li> <li>· Identify RCS D Administrators as course instructors;</li> <li>· Identify 15 principals as principal mentors. Principal Mentors receive professional development by the Lead Facilitator;</li> <li>· Identify 15 RCS D teachers who will apply and interview for entrance into the program.</li> <li>· Act as one-third sign off on each candidate's program completion and recommendation for SBL to NYSED.</li> </ul> <p><b>The Leadership Academy:</b></p> <ul style="list-style-type: none"> <li>· Provides facilitator (coaching) training for RCS D staff;</li> <li>· Act as Leadership Development Partner for the Model P20 grant;</li> <li>· Create and maintain a strong relationship with District personnel and knowledge of the schools;</li> <li>· Assist in all aspects of leadership development; and</li> <li>· Act as one-third sign off on each candidate's program completion and recommendation for SBL to NYSED.</li> </ul> <p><b>Bank Street:</b></p> <ul style="list-style-type: none"> <li>· Act as Institution of Higher Education (IHE) Partner for the Model P20 grant;</li> <li>· Provide graduate certification for completion of 30 credit hours graduate program; Create and maintain a strong relationship with District personnel and knowledge of the schools;</li> <li>· Assist in all aspects required of IHE for grant success;</li> <li>· Support the work of the instructors/adjuncts; and</li> <li>· Act as one-third sign off on each candidate's program completion and recommendation for SBL to NYSED</li> </ul> <p><b>Mentor Principals:</b></p> <ul style="list-style-type: none"> <li>· Demonstrate deep commitment to children;</li> </ul>	<p>A leadership development plan and corresponding academies will be developed summer 2021.</p> <ul style="list-style-type: none"> <li>• Central Office Leadership Academy (to develop current leaders)</li> <li>• Principal Leadership Academy (to develop current leaders)</li> <li>• Assistant Principal Leadership Academy (to develop current leaders)</li> <li>• Aspiring Leadership Academy (to develop those who aspire to lead)</li> <li>• Future Principals Leadership Academy (to develop current assistant principals to become principals)</li> </ul> <p><a href="#">Building &amp; District Leadership High-Level Approach</a> (April 2021)</p> <p><a href="#">Proposal to Implement Turnaround School Leaders Program (TSLP) and Aspiring Leaders Academy</a> (April 2021)</p> <p>A copy of the goals, purpose, scope of work and evaluation tool is included in the attached contract. <a href="#">Bank Street 20-21 PC Agreement.pdf</a></p> <p>The state monitor reviews contracts which includes the scope and sequence of the work.</p>	<p>2022-23 SY</p> <p>by 2/2021</p> <p>Quarterly</p> <p>Conclusion of Academy</p>

			<ul style="list-style-type: none"> <li>· Demonstrate a deep commitment to the adults in the building;</li> <li>· Demonstrated capacity for improving student achievement;</li> <li>· Make their thinking transparent;</li> <li>· Demonstrate the capacity to be self-reflective;</li> <li>· Ability to relinquish some control and decision-making authority to candidates; Provide candidates with adequate time for reflection on development;</li> <li>· Assess the readiness of the candidate;</li> <li>· Create a robust learning opportunity geared toward developing a future colleague; Participate in clarifying goals and structure;</li> <li>· Host NYCLA and Bank Street visits for support in designing opportunities for candidates; and</li> <li>· Coach candidates on tenets of effective staff supervision, including the skill of providing effective feedback to teachers</li> </ul>			
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 candidate based on pre-established criteria. <b>Recommendation #6</b>		N/A				5/30/2021
Full implementation of the Annual Professional Performance review (APPR). <b>Recommendation #7</b>  <i>1. Full adherence to all components of the APPR shall be initiated <b>effective immediately</b></i> <i>2. <b>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.</b></i> <i>3. <b>Annually, by October 1, a randomly selected review of redacted evaluations shall be conducted each month by the State Monitor, CAO and Chiefs of Schools.</b></i>	Weekly status reports for APPR and adherence to compliance.  Observer recertification and anchoring training was held.  APPR status update provided to principals.	Green	The District will follow its approved 3012-d APPR plan.	<a href="#">District approved APPR Amended Plan</a> <a href="#">District APPR Waiver Submission</a> <a href="#">District APPR Waiver Approval from NYSED</a>  The District is following its NYSED approved 3012-d APPR plan. The creation of a grant funded Director of Staff and Educator Effectiveness in the Office of Human Capital will monitor and ensure fidelity to process and related improvements, coaching, guidance, support to leaders and other evaluators and mentors.  Effective July 1, 2021, the District will hire and institute a Staff & Educator Effectiveness Team <a href="#">Director of Staff &amp; Educator Effectiveness Job Description</a>  Weekly reports are provided to principals on the status of APPR to ensure implementation.  <a href="#">Weekly Data Reports Provided to Principals</a> <a href="#">Weekly APPR Status Update Sample</a>  Sessions were held with all principals to ensure compliance, updates and response to frequently asked questions.  <a href="#">APPR Update &amp; FAQ Session with Principals</a> <a href="#">APPR Observer Recertification Training</a>  APPR information is linked under staff resources and is in fact accessible from the main District website, with an easily identifiable link to information. Further information on evaluation is organized by contract union. District <a href="#">APPR Site</a>		<b>Effective Immediately</b>  Annually, by 8/30  Annually, by 10/1
Establish Zone Offices led by Chiefs of Schools with staff to support schools within each zone. <b>Recommendation #8</b>  <i>1. <b>By December 30, 2020, Deputy of Teaching and Learning shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations.</b></i> <i>2. <b>By April 15, 2021, the Task Force shall share recommendations for new Zone configurations.</b></i>  <i>3. <b>By May 2023, funding for Phase I of a Board approved implementation plan to change the geographic configuration and the staffing of RCSD Zones shall be included in the district budget.</b></i>	A Zone Configuration and Managed Choice Taskforce has been established. The Task Force will focus on developing processes and policies related to updating and maintaining the RCSD geographic and school zone configurations.  The sub-committees have been meeting since January. Many concerns and ideas arose which led to discussions centered around the needs of our community.	Blue	In December information about the new Zone Configuration and Managed Choice Task Force was shared with District Leaders and Staff via email and through Leadership Link.  District Leadership and Staff were invited to join the taskforce.  The Inaugural meeting was held on January 28, 2021.  Those findings and recommendations assisted in crafting the request for proposals (RFP). Both teams also discussed the additional information that may be necessary to complete the study.  In December signup information about the new Zone Configuration and Managed Choice Task Force was shared with District Leaders and Staff via email and through Leadership Link. District Leadership and Staff were invited to join the taskforce.	See attached meeting Agendas, Surveys, and recordings <a href="#">here</a> .  The reorganization of the Office of Human Capital, aligned resources to support each School Chief, creating a team consistent with Zone Offices.  <a href="#">Office of Human Capital Reorganization</a>  A RFP was written by placement and procurement to go out to the marketplace seeking an expert(s) to provide the district with recommendations/changes to its managed choice policy. This RFP was posted on Monday, April 12 <sup>th</sup> 2021.  <b>Documents regarding public meetings and access to our survey are attached at our <a href="#">website</a></b>	Managed Choice Feasibility Study <a href="#">memo</a>	<b>12/30/2020</b>  By 4/1/2021  By 5/2023

			<p>The Inaugural meeting was held on January 28, 2021.</p> <ul style="list-style-type: none"> <li>January to March 2021 Task Force researches existing challenges</li> <li>March 12, 2021 - conducts community survey</li> <li>April 5, 2021 – public meeting to collect public input on recommendations for new Zone configurations and Community Advisory Team to collect additional input</li> <li>March to May - meet with stakeholder groups, conducts community interviews, focus groups, and forums to identify community preferences <ul style="list-style-type: none"> <li>March 24, 2021 – Student Leadership Congress</li> <li>March 31, 2021 - Parent Leadership Advisory Council</li> <li>April 1, 2021 – BEC Executive Meeting Work Session</li> <li>April 9, 2021 - Sent to Board members via Friday letter</li> <li>April 21, 2021 – Parent Liaisons/Home School Association Meeting</li> <li>April 26, 2021 – RCSD Community Advisory Team</li> </ul> </li> <li>May 2021 - engage community around reconfiguration options to explore and refine models prior to making recommendations to the Board</li> <li>May/June 2021 - analysis of reconfiguration options and makes recommendation to the School Board</li> </ul> <p>Additional collaboration and feedback collected via multiple emails, phone calls, and social media communications.</p>			
<p>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. <b>Recommendation #9</b></p>	<p>The Office of Human Capital meets Biweekly with finance, enrollment, placement, accountability, teaching and learning, student support and institutional technology.</p>	<b>Blue</b>	<p>Weekly Senior Staff meetings are being held. Bi-weekly Accountability meetings have been scheduled and are being held.</p>	<p>Accountability meeting agendas can be found <a href="#">here</a> <a href="#">Staffing Reduction Plan</a></p>		<b>Effective Immediately</b>

Recommendations for Instructional Transformation Domain						
Recommendation(s)	Benchmarks Summary of the status of the district's attainment of progress benchmarks contained in the Monitor's Report or established by the district.	Current Status	District Action(s) District's self-assessment of the implementation status of the recommendation	Evidence of Action Indicate where evidence can be found of the actions taken by the district.	Other Information	Final Date to Complete/Implement
<b>YEAR ONE</b>						
<p>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. <b>Recommendation #1</b></p>	<p>Monthly status reports for APPR and adherence to compliance.</p>	<b>Green</b>	<p>The District reiterated expectations for APPR and is monitoring those efforts.</p>	<p>The District is planning for this effort as it prepares to engage in collective bargaining.</p> <p>There are no limitations on when leaders can conduct informal and formal observations.</p> <p>The creation of a grant funded Director of Staff and Educator Effectiveness in the Office of Human Capital will monitor and ensure fidelity to process and related improvements, coaching, guidance, support to leaders and other evaluators and mentors.</p> <p><a href="#">Director of Staff &amp; Educator Effectiveness Job Description</a></p> <p>Our reopening MOU was renegotiated in December, as a successor to one prior that placed some restrictions on principal access to teaching and learning. This successor MOU removed that language, returning to the language of CBA, which affords principals and other observers unfettered access to classrooms, digital or in person. <a href="#">RCSD RTA MOU Removing Restrictions on Ability to Observe Teaching &amp; Learning</a></p>		<b>Effective Immediately</b>
<p>Research and evidence-based achievement acceleration strategies (e.g., curriculum compacting, reading, and</p>	<p>1. School Chiefs received the RTI building level plans from each school on January 29, 2021. The</p>	<b>Green</b>	<p>Below is the process timeline to have RTI plans approved.</p>	<p>On January 20, 2021, the attached memo was sent to the State Monitor from the Office of School Chiefs re: RTI Plan</p>		<p><b>By 3/1/2021</b> <b>By 4/1/2021</b></p>



<p>writing across the curriculum, mastery testing) shall be employed to increase successful participation in dual enrollment and other advanced placement course offerings.</p> <p><b>Recommendation #2</b></p> <p>1. <i>Implement approved RTI plans by March 1, 2021</i></p> <p>2. <i>By April 1, 2021, implement a process, approved by the Deputy for Teaching and Learning, for a monthly report of student performance data for each school to Chiefs and the Monitor.</i></p> <p>3. <i>Increase the frequency and quality of the cycle of observations and actionable feedback in all classrooms.</i></p>	<p>plans will be reviewed to identify key components, strengths, and areas of need. School Chiefs will establish a rubric in collaboration with representatives from the departments of Teaching and Learning and Student Support Services. Each plan will be reviewed using the rubric. This will serve as a standard measure to ensure implementation of consistent practices and protocols for RTI/MTSS at each school.</p>		<p>This process timeline has been approved by the State Monitor.</p> <p>Work with Teaching and Learning to develop a Rubric: February 26, 2021</p> <ol style="list-style-type: none"> <li>Evaluate RTI plans against rubric: March 1 – 19, 2021</li> <li>Provide schools written feedback: March 22-26, 2021</li> <li>Provide Professional Development: RTI/MTSS: April 9, 2021</li> <li>Embed RTI/MTSS within 2021-22 School Plans and Schedules: May - June 2021</li> <li>Full implementation of RTI/MTSS: September 2021</li> </ol>	<p>Completion Process: <a href="#">RTI Memo Guidance1.pdf</a></p> <p>A copy of each schools RTI plan can be found at the following <a href="#">link</a></p> <p><a href="#">Updated</a> memo is attached.</p> <p><b><i>This indicator has been approved for modification.</i></b></p>		
<p>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 training on special education and BEWL as part of core training for all administrators and teachers. (English Learner Tool Kit, Commissioner's Regulations Part 154.</p> <p><b>Recommendation #3</b></p> <p>1. <i>By September 2021, create a new Department of BEWL under the supervision of the CAO.</i></p> <p>2. <i>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 of special education classrooms as part of an instructional rounds protocol; conducted monthly by Chiefs.</i></p> <p>3. <i>By September 2021, implement the recommendations from the Judy Elliott Special Education Report submitted to the Board and administration in April 2017.</i></p>		N/A				<p>By 9/2021</p> <p>Starting 7/1/2021</p> <p>By 9/2021</p>
<p>Create a course of studies that includes an update of policies for curriculum and instruction.</p> <p><b>Recommendation #4</b></p>	<p>On February 3, 2021, the District provided submission of the course catalog document and the required update for the ESA committee to the Board.</p> <p>On February 9, 2021 the District presented to the ESA committee.</p> <p>On April 13, 2021, the District provided an update to the ESA committee.</p>	Green	<p>On February 3, 2021, the District provided submission of the course catalog document and the required update for the ESA committee to the Board.</p> <p>This was presented to the Executive Cabinet on 2/2/21.</p> <p>On February 9, 2021 the District presented to the ESA committee.</p> <p>An updated plan of action was presented during the April ESA meeting that shared progress towards the finalized document. Revisions of section, alignment of core content areas and inclusion of updated course offerings are in draft status. Examples of course trajectories are available upon request. Progress for final document is on track towards the July 2021 deadline. Further revisions are forecasted to account for the multiple pathways that may become available prior to the 2022-2023 SY.</p>	<p>The presentation is here: <a href="#">Link</a></p> <p>Link to Course Catalog: <a href="#">Course Catalog Link</a></p>		By 2/2021
<p>Revamp the RCSD Summer School Program</p> <p><b>Recommendation #5</b></p>	<p>11/20-1/21- Bi weekly meetings of the Summer School Design Team consisting of representation from Office of Grants and Program Accountability, Office of Innovation, Office of Accountability, Instructional Management and Technology, and Teaching and Learning.</p> <p>2/17/2021- Review all MP2 and Common Formative Assessment data to begin identification of students eligible for summer programming</p> <p>2/18/2021- Finalize summer program proposal for submission to Deputy Supt. feedback</p> <p>2/26/2021- Final proposal submitted</p> <p>3/1/2021- Meet with Content directors to begin writing/revising course content</p> <p>4/1/2021- Post summer programming staff applications for identified classes in Peoplesoft and Bulletin Board</p> <p>4/16/2021- Post summer programming staff applications for</p>	Green	<p><b><u>Summer School Design Team bi-weekly meetings</u></b></p> <p>11/9/2020</p> <ul style="list-style-type: none"> <li>Review 2020 Summer Program Data and Budget</li> </ul> <p>11/17/20</p> <ul style="list-style-type: none"> <li>Create project timeline</li> <li>Identify potential funding sources</li> </ul> <p>12/4/20</p> <ul style="list-style-type: none"> <li>Review proposal format</li> <li>Clarify vision from Deputy with Design Team</li> </ul> <p>12/14/20</p> <ul style="list-style-type: none"> <li>Program Proposal #1 developed and shared with Design Team</li> <li>Submit Program Proposal 1</li> </ul> <p>1/11/21</p>	Draft Summer Brief can be found <a href="#">here</a> .		By 3/1/2021

	<p>identified classes in Peoplesoft and Bulletin Board</p> <p>5/30/2021- Administer summative assessments to all students in identified summer courses to determine standards individual students need to work on during summer to make appropriate progress to pass the class and/or Regents exam</p>		<ul style="list-style-type: none"> <li>Review feedback from Proposal 1 with Design Team</li> <li>Request MP1 data from Office of Accountability</li> </ul> <p>1/22/21</p> <ul style="list-style-type: none"> <li>Review breakdown of MP1 data with Design Team</li> </ul> <p>2/11/21</p> <p>Review data and proposal outline with Chief Academic Officer and Independent Monitor</p>			
Implement a yearly training for school counselors 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. <b>Recommendation #6</b>		N/A				By 7/2021
<b>YEAR TWO</b>						
<p>Restructure the office of the Chief Academic Officer to the extent possible as follows: The four core content areas each have two directors; 1 for elementary and 1 for secondary.</p> <p>The Director of CTE reports to the CAO, no longer reports to a single high school. The Director of BEWL reports to the CAO.</p> <p>The instructional personnel from special education who support instruction will be reassigned to the CAO.</p> <p>The budgets from Bilingual Education and Special Education will be apportioned to the office of the Deputy for Teaching and Learning.</p> <p>Consolidation of the Academy Director position with the existing Director of CTE role and report to CAO.</p> <p>The Director of BEWL will report to the Deputy of Teaching and Learning.</p> <p>Are there any SPED admin roles that will move to T/L along with the instructional personnel in SPED? We should probably specify this in #7</p> <p>All grant funding related to the improvement of student academic outcomes will be approved through the Deputy of Teaching and Learning.</p> <p><b>Recommendation #7</b></p>	<p>Effective as of August 2020, all grant funding related to the improvement of student academic outcomes are approved through the Deputy of Teaching and Learning.</p> <p><b>2021-22</b> - Increase Subject Area Director's staffing by 4 to include four core content/subject areas for elementary and secondary per the State Monitor Academic Plan pp.26 (\$600K). (Section 5, Page 77)</p> <p><b>2021-22 - Elimination</b> of the Academy Director position for P-TECH, close P-TECH program, move AD to Edison, staff existing Director of CTE role, and report to CAO.</p>	N/A	2021-22 items listed above have been included in preliminary RCSD budget	RCSD budget		By 8/1/2021
<p>A student is 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. <b>Recommendation #8</b></p> <p><b>1. By September 1, 2021, all school leadership teams shall be trained 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.</b></p> <p><b>2. By January 31, 2021, the Superintendent shall initiate a feasibility study to dismantle or modify the RCSD Managed Choice Policy completed October 1, 2021.</b></p> <p><b>3. Superintendent shall complete the transition of elementary schools to the neighborhood community model schools, contingent on recommendations of a feasibility study by September, 2023.</b></p>	The Zone Reconfiguration and Managed Choice Taskforce has been working on a feasibility Study.	Green	<p>In December information about the new Zone Configuration and Managed Choice Taskforce was shared with District Leaders and Staff via email and through Leadership Link.</p> <p>District Leadership and Staff were invited to join the taskforce.</p> <p>The Inaugural meeting was held on January 28, 2021.</p> <p>The Zone Reconfiguration and Managed Choice Taskforce has set up two sub-committees one of which will focus on the feasibility study.</p>	<p>See attached meeting Agendas, Surveys, and recordings <a href="#">here</a>.</p> <p><a href="#">Human Capital Reorganization</a></p> <p>Managed Choice Feasibility Study Memo to State Monitor with progress information <a href="#">here</a>.</p>		<p>By 9/1/2021</p> <p>By 1/31/2021</p> <p>10/1/2021</p> <p>By 9/2023</p>

<p>Establish a comprehensive assessment program to measure levels of proficiency for content standards, English Language acquisition, reading level, and college and career metrics.</p> <p><b>Recommendation #9</b></p> <p>1. Approve a RCSD comprehensive assessment program by April 2021. 2. All assessment tools included in the new assessment program shall be included in the 2021-22 RCSD budget.</p>	<p>The Rochester City School District affirms the linguistic diversity of our multilingual students and commits to progress monitoring language development in alignment with their selected ELL programming.</p>	<p>N/A</p>	<p>Submission of an annually updated program evaluation instrument by May 1 for the subsequent school year. This survey is designed based on the Guskey model of Professional Development Evaluation, which is a widely-used program evaluation framework for PD.</p>	<p>Attached is the RCSD Professional Development Evaluation Survey instrument.</p>	<p>Supporting documentation <a href="#">memo</a></p> <p>Other supporting <a href="#">documentation</a></p>	<p>By 4/2021</p> <p>Included in 2021-22 RCSD Budget</p>
<p>Update all district curriculum materials.</p> <p><b>Recommendation #10</b></p> <p>1. By April 2021, present a multi-year curriculum adoption schedule to the ESSA COW that shall include a cost analysis. 2. By July 1, 2021, present the final adoption schedule as a resolution to the Board 3. By December 30, 2020, the COO and the CAO shall present to the Superintendent a plan and budget for removing all dated curricular materials from schools and storage spaces. 4. Create and implement a curriculum adoption plan to provide students and teachers with updated curriculum materials beginning September 2021 through June 2025</p>	<p>A plan and budget to remove dated material has been submitted to the Superintendent.</p>	<p>Green</p>	<p>The Deputy of Teaching and Learning and Chief Academic Officer have submitted a memo to the Superintendent requesting support for funding in order to update the district's curriculum and material with a plan of implementation.</p>	<p>Memo to Superintendent Dr. Myers-Small can be found <a href="#">here</a>.</p> <p>Memo containing plan and budget was sent to Superintendent Dr Myers Small on 12/30 <a href="#">here</a></p>		<p>By 4/2021</p> <p>By 7/1/2021</p> <p>By 12/30/2020</p> <p>Beginning 9/2021 thru 6/2025</p>
<p>Full implementation of the Annual Professional Performance Review (APPR).</p> <p><b>Recommendation #11</b></p> <p>1. Implementation of the APPR shall begin immediately for the 2020-2021 school year. 2. By August 30, 2021, each school and department shall submit an evaluation calendar. 3. 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.</p>	<p>Monthly status reports for APPR and adherence to compliance.</p>	<p>Green</p>	<p>The District reiterated expectations for APPR and is monitoring those efforts.</p>	<p>The District is following its NYSED approved 3012-d APPR plan. The creation of a grant funded Director of Staff and Educator Effectiveness in the Office of Human Capital will monitor and ensure fidelity to process and related improvements, coaching, guidance, support to leaders and other evaluators and mentors.</p> <p><a href="#">Director of Staff &amp; Educator Effectiveness Job Description</a></p> <p>Weekly reports are provided to principals on the status of APPR to ensure implementation.</p> <p><a href="#">Weekly Data Reports Provided to Principals</a> <a href="#">Weekly APPR Status Update Sample</a></p> <p>Sessions were held with all principals to ensure compliance, updates and response to frequently asked questions.</p> <p><a href="#">APPR Update &amp; FAQ Session with Principals</a> <a href="#">APPR Observer Recertification Training</a></p> <p><a href="#">District approved APPR Amended Plan</a> <a href="#">District APPR Waiver Submission</a> <a href="#">District APPR Waiver Approval from NYSED</a></p>		<p>Begin immediately for the 2020-21 School Year</p> <p>By 8/30/2021</p> <p>Beginning no later than 10/1/2021</p>
<p>Revamp the high school selection process to:</p> <ol style="list-style-type: none"> <li>Become more family and student-friendly</li> <li>Include more family and student involvement</li> <li>Better align with the budgeting and staffing schedule</li> </ol> <p>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.</p> <p>Establish a laser-like focus on the Grade 8 to 9 transition, including a freshmen academy structure.</p> <p>Create a portfolio of high school programming based on need, interest, and industry outlooks. Create a year-long Virtual Academy as a school for grade 8 through grade 12 coursework, offering core, enrichment, Career and Technical Education (CTE), and college courses.</p> <p><b>Recommendation #12</b></p> <p>The District administration shall adhere to the following:</p> <ol style="list-style-type: none"> <li>By January 30, 2021, submit the first draft of a revised RCSD high school selection process to the Instructional Council and the Monitor.</li> <li>Submit a second revised draft to the ESA committee by April 2021.</li> <li>By June 2021, submit to the Board for consideration a</li> </ol>	<p>Our School/Central Office outreach process will be amended this year in the following ways:</p> <ul style="list-style-type: none"> <li>Student Equity and Placement will create a dedicated student registration electronic mailbox for parents, who can use the same mailbox to ask School of Choice questions and to send in completed applications.</li> <li>A phone line will be dedicated to the School of Choice process to answer families' questions. • Tutorial videos will be available on our District website to guide parents through the application process.</li> <li>The District website will be expanded to include school profiles, banners inviting parents to register, links to our schools' profiles, a contact person from each school, a virtual tour of each secondary school building, a link to the School of Choice application, and downloadable student registration packets for new or returning students</li> <li>Student Equity and Placement will be interviewed on Radio Poder (local Spanish radio station) regarding the School of Choice process and opportunities and work with other stations to publicize the School of Choice process's urgency.</li> <li>Student Equity and Placement will participate in district forums such as Bilingual Council, the Fathers' Initiative, and Parent forums to inform and assist parents with the application process.</li> </ul>	<p>Green</p>	<ul style="list-style-type: none"> <li>January 30, 2021-first draft of a revised RCSD high school selection process to the Instructional Council and Monitor</li> <li>April 2021-Second revised draft will be provided to the ESA committee</li> <li>June 2021-Resolution approving the implementation of a revised high school selection process will be presented to the Board</li> <li>Fall 2022-Implementation of the new selection process with students entering grade 9</li> </ul> <p>Request for modifications to the State Monitor's Academic and Financial Plans submitted to State Monitor for approval (4/23/21).</p>	<p><a href="#">Memo to Dr Jallow</a></p> <p>Presentation to the Instructional Council and additional information <a href="#">here</a>.</p> <p>The presentation was provided to the board. Link to the initial course catalog is here: Link to Course Catalog: <a href="#">Course Catalog Link</a></p> <p><a href="#">Executive Summary and modifications request can be found here</a>.</p> <p><b>This indicator has been approved for modification.</b></p>		<p>By 1/30/2021</p> <p>By 4/2021</p> <p>By 6/2021</p> <p>Fall 2022</p> <p>By 11/2021</p> <p>By 11/2021</p> <p>By 9/2022</p> <p>8/2021; 8/2023 and 8/2025</p> <p>By 8/2023</p> <p>By 8/2023</p>

<p>resolution approving the implementation of a revised high school selection process.</p> <p><b>4. Begin to implement the new selection process starting with students who first enter grade 9 in Fall 2022.</b></p> <p><b>5. By November 2021, submit a final draft of a comprehensive RCSD Course of Studies to the Monitor.</b></p> <p><b>6. By November 2021, submit a final draft of the RCSD Course of Studies to the Board for approval for full implementation in fall 2022.</b></p> <p><b>7. By September 2022, establish and submit the core components of a freshmen academy in each high school.</b></p> <p><b>8. Begin establishing a portfolio of school programming by cohorts of schools. Cohort I Completed by August 2021, Cohort II completed by August 2023, Cohort II completed by August 2025.</b></p> <p><b>9. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy.</b></p> <p><b>10. By August 2023 implement an RCSD portfolio of high school programming.</b></p>					
<p>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</p> <p><b>Recommendation #13</b></p>	<p>Negotiations facilitated by a cross-functional team and which is involved in and has knowledge of and input on the development of all agreements.</p>	<p><b>Blue</b></p>	<p>Weekly meetings are facilitated with members of the Executive Cabinet with the Independent Monitor. An approach to negotiations has been developed to comply.</p>	<p>The Office of Human Capital facilitates a Sr. Staff Relations Team weekly to ensure this work.</p> <p>Sr. Staff Relations Agendas &amp; Minutes can be provided confidentially, personnel information, form the Chief of Human Capital</p> <p><a href="#">Negotiations Approach in RCSD</a></p>	<p><b>By 10/15 of every year</b></p>
<p>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 specialists trained using a research or evidence based coaching model.</p> <p><b>Recommendation #14</b></p> <p><b>1. By December 30, 2020, Deputy of Teaching and Learning and the Deputy of Student Support shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations.</b></p> <p><b>2. By May 15, 2021, the Task force shall share recommendations for new Zone configurations.</b></p> <p><b>3. Phase I of a Board approved implementation plan to change the geographic configuration and the staffing of RCSD Zones will be budgeted in the 2023-24 RCSD budget.</b></p>	<p>A Zone Configuration and Managed Choice Taskforce has been established. The Task Force will focus on developing processes and policies related to updating and maintaining the RCSD geographic and school zone configurations.</p>	<p><b>Blue</b></p>	<p>In December information about the new Zone Configuration and Managed Choice Taskforce was shared with District Leaders and Staff via email and through Leadership Link.</p> <p>District Leadership and Staff were invited to join the taskforce.</p> <p>The Inaugural meeting was held on January 28, 2021.</p> <p>In December signup information about the new Zone Configuration and Managed Choice Task Force was shared with District Leaders and Staff via email and through Leadership Link. District Leadership and Staff were invited to join the taskforce.</p> <p>The Inaugural meeting was held on January 28, 2021.</p> <ul style="list-style-type: none"> <li>• January to March 2021 Task Force researches existing challenges</li> <li>• March 12, 2021 - conducts community survey</li> <li>• April 5, 2021 – public meeting to collect public input on recommendations for new Zone configurations and Community Advisory Team to collect additional input</li> <li>• March to May - meet with stakeholder groups, conducts community interviews, focus groups, and forums to identify community preferences <ul style="list-style-type: none"> <li>○ March 24, 2021 – Student Leadership Congress</li> <li>○ March 31, 2021 - Parent Leadership Advisory Council</li> <li>○ April 1, 2021 – BEC Executive Meeting Work Session</li> <li>○ April 9, 2021 - Sent to Board members via Friday letter</li> <li>○ April 21, 2021 – Parent Liaisons/Home School Association Meeting</li> <li>○ April 26, 2021 – RCSD Community Advisory Team</li> </ul> </li> <li>• May 2021 - engage community around reconfiguration options to explore and refine models prior to making recommendations to the Board</li> <li>• May/June 2021 - analysis of reconfiguration options and</li> </ul>	<p>See attached meeting Agendas, Surveys, and recordings <a href="#">here</a>.</p> <p><a href="#">Human Capital Reorganization Staffing Reduction Plan</a></p> <p>Documents regarding public meetings and access to our survey are attached at our <a href="#">website</a>.</p> <p>Survey results: <a href="#">Link</a></p>	<p><b>By 12/30/2020</b></p> <p>By 5/15/2021</p> <p>2023-24 RCSD Budget</p>

			<p>makes recommendation to the School Board</p> <p>Additional collaboration and feedback collected via multiple emails, phone calls, and social media communications.</p>			
<p>Establish a Theory of Action with accompanying action steps to address 1-2 selected common problems of practice for Receivership, CSI, and TSI schools.</p> <p><b>Recommendation #15</b></p> <p><i>The District administration shall adhere to the following:</i></p> <p><b>1. By February 2021, identify Problems of Practice as areas of focus for low performing schools.</b></p> <p><b>2. By May 2021, establish professional development and support for schools aligned to the identified problems of practice.</b></p> <p><b>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 Fall 2021.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>		Green	<p>The Office of Innovation supports schools under Superintendent's Receivership with implementation of the Data Wise School Improvement Process. After completing a rigorous and thorough root cause analysis in steps 1-5 of the process, teams and schools identify problems of practice specific to their identified area of focus. The progress of the work through the Data Wise process is captured in a "Throughline Tracker" which is linked in the next column. The identified problems of practice are listed in column P of Tab 2. This work also carries over into the process CSI and TSI schools use to complete their School Comprehensive Education Plan (SCEP). The Office of Innovation supports all schools through this process as they identify areas of need and inequity. All District improvement plans are accessible on the District website and linked in the next column.</p> <p>Data meetings may be adjusted to accommodate hybrid reopening.</p> <p>The Office of Innovation meets with each school and their School Chief to review data and monitor progress of action items identified in the school's SCEP. These data review sessions are currently scheduled based on school accountability status. CSI Receivership schools meet weekly with School Chiefs, bi-weekly with the Office of Innovation during the Receivership Principal PLC. The schools also complete quarterly reports to demonstrate progress towards meeting Demonstrable Improvement Indicators. TSI schools monitor progress with visits five times throughout the school year with the Office of Innovation and the School Chief. Schools in Good Standing currently meet twice a year with Innovation and the School Chief to review progress toward SCEP goals. Moving forward, an additional visit to Good Standing schools will be scheduled between the March and June visit.</p> <p>Data meetings may be adjusted to accommodate hybrid reopening.</p>	<p><a href="#">Problem of Practice- Throughline Tracker</a></p> <p><a href="#">District Improvement Plans</a></p> <p><a href="#">Updated memo attached for</a></p> <p><a href="#">SCEP Monitoring Visit Tool</a></p> <p><a href="#">TSI SCEP Monitoring Schedule</a></p>		<p>By 2/2021</p> <p>By 5/2021</p> <p>Begin Fall 2021</p> <p>Begin immediately</p> <p>Beginning 9/2021</p>
<p>Hold all District personnel accountable for student performance outcomes</p> <p><b>Recommendation #16</b></p>		N/A				Before 8/2021

Recommendations for Culture Shift Domain						
Recommendation(s)	Benchmarks	Current Status	District Action(s)	Evidence of Action	Other Information	Final Date to Complete/Implement
Summary of the status of the district's attainment of progress benchmarks contained in the Monitor's Report or established by the district.						
District's self-assessment of the implementation status of the recommendation						
Indicate where evidence can be found of the actions taken by the district.						
Other Information						
Final Date to Complete/Implement						
<b>YEAR ONE</b>						
<p>Systemic adherence to the NY State Education Commissioner Regulation for Response to Intervention. (RTI), is an approach for establishing and redesigning teaching and learning environments so that they are effective, efficient, relevant, and durable for all students, families, and educators. Discipline data shall be examined across various disaggregated groups to ensure that classroom management is facilitated through quality instruction given by culturally competent teachers.</p> <p><b>Recommendation #1</b></p>	<p>Work with Teaching and Learning to develop a Rubric: February 26, 2021</p> <p>Evaluate RTI plans against rubric: March 1 – 19, 2021</p> <p>Provide schools written feedback: March 22-26, 2021</p> <p>Provide Professional Development: RTI/MTTS: April 9, 2021</p> <p>Embed RTI/MTSS within 2021-22 School Plans and Schedules: May - June</p> <p>Full implementation of RTI/MTSS: September 2021</p>	Green	<p>School Chiefs received RTI building level plans from each school on January 29, 2021.</p>	<p>Updated <a href="#">memo</a></p> <p>A copy of each school's RTI plan can be found at the following <a href="#">link</a>.</p>		1/31/2021
<p>Expand website messaging to address cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language or disability.</p> <p><b>Recommendation #2</b></p>	<p>In pursuant to the State Monitor's recommendation, this was completed in September, 2020; our website was updated by adding a new Student Support Services page. This includes all of the areas recommended, along with links to other webpages from other departments such as, RocRestorative and Special Education. In addition, links to DASA Coordinators and reporting resources were added to each school's web page. We continue to update the website with new and additional information throughout the year.</p>	Blue	<p>The new website was shared with the staff during the Opening Day Ceremony in September 2020.</p> <p>Additional messages regarding our website have been related to staff and parents via emails, and via the Friday message.</p>	<p>Link to our <a href="#">webpage</a></p>		By 1/1/2021
<p>Complete the Parent Engagement Plan</p> <p><b>Recommendation #3</b></p>	<p>1.The Strategic Plan was created by a diverse group of internal and external stakeholders. This group will be meeting in March to review and accept this recommendation from the</p>	Blue	<p>The Parent Engagement Standard Operating Procedures Guide developed and distributed to District Leaders and Principals via Leadership Link.</p>	<p>A copy of the Office of Parent Engagement's Procedure and Protocol Manual can be found <a href="#">here</a>. The OPE plan can be found <a href="#">here</a>.</p>		<p>By 1/15/2021</p> <p>By 2/1/2021</p>

<p><b>1. By January 15, 2021, the Parent Engagement Plan shall be incorporated as an addendum into the District Strategic Plan.</b></p> <p><b>2. By February 1, 2021 Parent Engagement Standard Operating Procedures are developed for approval and shall be distributed to school and central office leaders.</b></p>	<p>State Monitor. <b>We have submitted a modification request in Part C.</b></p> <p>2. The Office of Parent Engagement (OPE) Procedural and Protocol Manual has been developed as a document that not only provides the mission and vision of OPE but also gives a detailed outline of how OPE operates and what members of the department handles issues that are brought to OPE.</p>			<p>The District's Strategic Plan can be found <a href="#">here</a> and <a href="#">here</a></p>	
<p>Continue the process of increasing membership in the PAC. Increase visibility and partnership between PAC, District leadership, and the schools</p> <p><b>Recommendation #4</b></p> <p><b>1. Bylaws for PAC shall be approved by the Board by March 1, 2021.</b></p> <p><b>2. By March 15, 2021, guidelines for facilitating a Parent Teachers Organization (PTO) or a Parent Teachers Association (PTA) shall be forwarded to principals and Chiefs.</b></p> <p><b>3. Each school in the district shall have an active PTO or PTA</b></p> <p><b>4. Superintendent shall start having regularly scheduled PAC meetings starting April 1, 2021.</b></p>	<p>OPE created and provided School Chiefs with the guidelines 03/05/21. School Chiefs subsequently shared the guidelines with principals in the networks.</p>	<p><b>Blue</b></p>	<p>Parent Leadership Advisory Council by-laws will be implemented as approved by the Board of Education.</p> <p>OPE provides parent group training for parent officers once elections are held, as the parent group is facilitated by parents.</p> <p>Any changes to parent group status will be recorded on a monthly reporting tool completed by parent liaisons and home school assistants. Rosters for schools parent group meeting dates from all parent liaisons and home school assistants are being reviewed to identify schools in need of assistance with establishing parent groups as well as barriers to parent groups meeting not held.</p> <p>OPE provides guidelines for creating parent groups to parent liaisons and home school assistants during annual professional development in August of each year.</p>	<p>Office of Parent Engagement BOE <a href="#">presentation</a></p> <p>The Bylaws were reviewed by the Board of Education on February 9th and were voted on at the Regular Business Meeting on February 25, 2021.</p> <p>The PAC By-laws resolution that was considered and approved at the February 25, 2021 Business Meeting is available on the District's <a href="#">website</a></p> <p><a href="#">Facilitating parent group meetings</a></p> <p><a href="#">Parent Group Sheet</a></p> <p><a href="#">OPE SBPT Manual</a></p> <p><a href="#">Monthly Report Tracking</a></p> <p><a href="#">Guidelines for Creating Parent Groups to Parent Liaisons and Home School Assistants</a></p>	<p><b>3/1/2021</b></p> <p><b>By</b></p> <p><b>3/15/2021</b></p> <p>starting</p> <p>4/ 1 2021</p>
<p>Update job descriptions of parent liaisons and home school assistants.</p> <p><b>Recommendation #5</b></p> <p><b>1. Beginning January 1, 2021, Chiefs shall review quarterly documentation of goals for each parent liaison and home school attendant</b></p> <p><b>2. Principals shall conduct evaluations of parent liaisons and home school assistants in accordance with collective bargaining agreement,</b></p> <p><b>3. Develop success metrics for parent liaisons and home school assistants to measure performance</b></p> <p><b>4. Starting March 1, 2021, the Executive Director of Parent Engagement shall review bimonthly the following for parent liaisons and home school assistants:</b></p> <p><b>a. Evaluations</b></p> <p><b>b. Minutes from School Based Planning Teams</b></p> <p><b>c. Minutes from PTO or PTA meetings</b></p> <p><b>d. Documentation, including evaluations from all parent meetings and training</b></p>	<p>As per the Director of Parent Engagement, an HCI director informed her that Civil Service job descriptions cannot be updated by the district. This would call for the district to work directly with the Civil Service administration to achieve. <b>We have submitted a modification request in Section C.</b></p> <p>Data will be collected by the OPE on a monthly basis. This information will be reviewed with School Chiefs. School Chiefs will follow-up with principals and the Executive Director of Parent Engagement regarding absences and required action items. The established process will be reviewed and adjusted as needed. School Chiefs will provide the data analysis to school principals to ensure effectiveness of roles and responsibilities.</p> <p>Monthly reports will be collected by the Office of Parent Engagement (OPE) on the 5<sup>th</sup> of each month for the previous month.</p> <p>a. OPE does not have access to evaluations as OPE does not supervise the parent liaisons and home school assistants. OPE will review strengths and areas of growth documented in monthly report.</p> <p>b. Meeting minutes from School Based Planning Team meetings will be posted on each school's website. The Office of a. School Innovation, School Chiefs, and Department of Teaching and Learning will review minutes.</p>	<p><b>Green</b></p>	<p>Director of OPE met with School Chiefs during the month of January, 2021 to identify critical elements to support the work with family engagement. Director of OPE created a monthly reporting tool. A review of expectations was conducted in the January 27, 2021 professional development. Rosters for schools PTO/PTA, Parent representatives for SBPT, and meeting dates were requested from all parent liaisons and home school assistants beginning in February, 2021.</p> <p>Director of OPE has scheduled monthly meetings with the School Chiefs to identify critical elements to support the work with family engagement.</p> <p>Director of OPE has scheduled monthly meetings with the School Chiefs to identify critical elements to support the work with family engagement.</p> <p>Director of OPE has scheduled monthly meetings with the School Chiefs to identify</p>	<p>The updated job descriptions can be found <a href="#">here</a>.</p> <p><a href="#">Memo on Civil Service Titles &amp; Limitations to Change Job Descriptions</a></p> <p>Memo for correspondent evidence and updates can be found <a href="#">here</a>.</p> <p><a href="#">The meetings are scheduled via Microsoft Teams as follows:</a></p> <p><a href="#">04/28/21</a></p> <p><a href="#">05/26/21</a></p> <p><a href="#">06/23/21</a></p> <p><a href="#">Monthly Meeting Schedule</a></p> <p>Parent Liaisons and Home School assistants submit monthly documentation to the OPE by 5<sup>th</sup> of each month. This information continues to be reviewed and used to further plan monthly professional</p>	<p><b>Beginning January 1, 2021</b></p> <p>Supporting documentation can be found <a href="#">here</a></p>

	<p>c. Meeting minutes from parent group meetings along with monthly events will be posted on the school's website.</p> <p>d. Evaluations from parent meetings and trainings will be reviewed by the Office of Parent Engagement. OPE will follow-up with parent liaisons and home school assistants during monthly professional development regarding required action items. The Director of OPE will meet with School Chiefs to discuss data analysis to ensure effectiveness of roles and responsibilities.</p>		<p>critical elements to support the work with family engagement.</p> <p>Director of OPE has scheduled monthly meetings with the School Chiefs to identify critical elements to support the work with family engagement.</p>	<p>development for the remainder of the school year. April professional development agenda included training on running attendance reports in ROC3D, addressing barriers to parent recruitment to parent groups, parent engagement during the pandemic and after; as well as a presentation and discussion regarding re-zoning.</p> <p><a href="#">PL/HSA Parent Engagement Monthly Reporting</a></p> <p><a href="#">HSA-PL-PD Flyer 2021</a></p> <p><a href="#">PL HSA Agenda April 21, 2021</a></p> <p>Per page 13 of the SBPT manual, all schools are required to post meeting minutes to school websites. Per page 11 of the SBPT manual, School principals chair SBPT, principals will work in conjunction with, School Chiefs to ensure responsibilities are being met.</p> <p><a href="#">SCHOOL BASED PLANNING TEAM MANUAL</a></p> <p><a href="#">20-21 SBPT/Parent Group Report</a> *Working document</p> <p><a href="#">Parent Evaluation</a></p>		
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Recommendations for Systems, Resources, and Structures Domain						
Recommendation(s)	Benchmarks	Current Status	District Action(s)	Evidence of Action	Other Information	Final Date to Complete/Implement
<b>YEAR ONE</b>						
District administration should establish an effective process for ensuring timely completion of annual reviews. Establish timelines for finalizing the annual reviews by the Special Education Chief or designee. <b>Recommendation #1</b>	In pursuant to the State Monitor's recommendation, processes for completion of annual reviews with timelines were established and reviewed by Special Education Directors and Associate Directors.	<b>Blue</b>	Every school maintains a detailed compliance log that is specific to each student in the school. This includes student names, dates when the annual review or reevaluations are due and CSE meeting dates. It provides detail on the type of meeting and staff that need to be in attendance. This log tracks the timeline for evaluations as well and the responsible staff members. Our staff also log the dates when meeting invitations are sent and when outstanding items are needed. Each Associate Director updates this weekly. It is maintained as a google document and Directors of Special Education review these in one-to-one meetings with the Associate Directors as another form of compliance.	Additional information <a href="#">here</a> .		<b>Effective Immediately</b>
Build capacity of the Finance Department to support reimbursement and collections of all financial sources to secure all monies owed to the district. <b>Recommendation #2</b>	<p>1) The transition of personnel began in December, 2020 as did the recommendation to outsource STAC and Medicaid services.</p> <p>2) Seeking state aid reconciliation services</p> <p>3) Engagement of an independent reviewer to initiate audits of Medicaid reimbursement procedures</p>	<p><b>Green</b></p> <p><b>Blue</b></p> <p><b>Green</b></p>	<p>1) As of January 10th, all movement of finance related personnel has been completed with the exception of one person. The movement of the last person was denied. The CFO is awaiting further assistance with this matter.</p> <p>Arrangements are being finalized with Questar III BOCES with regard to STAC processing. At this time it appears to be more cost effective to leave Medicaid services processing in-district.</p> <p>2) State Aid reconciliation was completed by Questar III BOCES in January, 2021. Concerns raised by Questar were addressed immediately by the Director of Accounting and the Director of Budget. Given the District receives these services free of charge from BOCES, now that the relationship has been established, it will be maintained moving forward.</p> <p>3) We sent out the RFP for Medicaid services and the responses were not favorable. We are seeking a flat rate contract vs one whose rate structure is built upon amounts found for remediation. At this time, a request for proposal is being sought from a CPA firm specializing in such services. We are still in the fact gathering stages of the effort. Historical levels of total claims processed have been sent to the firm for pricing and sample audit size consideration. The State Monitor and the CFO will be meeting with the firm on 2/26/21 to discuss the audit scope.</p>	<p><a href="#">STAC Proposal</a></p> <p><a href="#">Questar State Aid Review</a></p> <p><a href="#">Rochester City SD-Medicaid AUP 21 Quote</a></p>		<b>Effective Immediately</b>

			CFO, State Monitor, and Medicaid Compliance Officer met with the CPA firm.  Proposal was received on April 17, 2021. CRF is underway for contract creation.			
The District Auditor General shall conduct a review of all MOAs and MOUs from 2015 to the present. <b>Recommendation #3</b>  <i>1. The District Auditor General shall begin the audit by December 2020.</i> <i>2. The audit results shall be presented by March 31, 2021, to the cabinet and the negotiating team for collective bargaining.</i>	This project started by December 2020, with the first action of requesting all relevant data on MOAs and MOUs.  We are currently performing this manual work, noting that the number of documents involved requires a significant amount of time. We are using automation during our review to facilitate tracking. We are currently anticipating completion by March 2021.	Green	A Labor Relations audit was in the Board approved Audit plan. We will focus on the MOU/MOAs due to the critical business need. Preliminary listings of MOAs and MOUs have been received from Labor Relations. Requests have also been made to the unions to reconcile the records, since completeness is in question. The lack of a comprehensive database housing these items has made it difficult to ensure all documents are accounted for.  We have commenced a review of the various documents noting the bargaining unit and potential financial implications going back to 2015. Due to the manual nature of this review, the time required is significant. We currently anticipate completion in March 2021.	We are not able to present evidence of actions until our work is completed. We have created internal work papers as we are performing our work.  Final evidence will be in a report form.		By 12/2020  By 3/31/2021
Adhere to staffing allocations as stipulated in Collective Bargaining Agreements (CBAs). <b>Recommendation #4</b>	Alignment of staffing to CBAs	Green	A staffing reduction plan was developed. Meetings were held to ensure planning and implementation of resources in alignment with ratios.	A <a href="#">Staffing Reduction Plan</a> was created that stipulated adherence to CBA ratios and this was adhered to in the development of staffing templates.		By 12/31/2020
All contracts and resolutions must include a cost analysis. <b>Recommendation #5</b>  <i>1. All contracts shall come through the legal office, effective immediately.</i> <i>2. State Monitor shall continue to randomly select contract request documentation for review.</i> <i>3. Effective immediately all resolutions shall include a cost analysis and shall be reviewed at cabinet and at a designated committee meeting.</i> <i>4. Expenditures on contracts shall be reduced to align with comparable districts.</i> <i>5. Artifacts might include expenditure reports</i>	Contracts will eventually all be processed by the Legal Department for at least a final review.	Green	General Counsel is working with the other departments that process contracts to ensure a continuity in process and forms for points 1 and 3. General Counsel will recommend a final process to the Superintendent for staffing and resources needed to accomplish this goal.	Contracts will eventually all be processed by the Legal Department for at least a final review.		Effective Immediately
Develop written formalized protocols and procedures that align with Commissioner's Regulations Part 200. <b>Recommendation #6</b>	In pursuant to the State Monitor's recommendation, a Special Education Services Plan has been developed with formalized protocols and procedures aligned to Part 200.	Blue	The BOE approved the District Special Education Plan.  RCSD Special Education User's Manual was developed and unpacked with the Special Education Department during monthly department meetings and will continue to be used during PD throughout the 2020-2021 school year.	Special Education Services Plan can be found <a href="#">here</a> .		By 4/30/2021
Each functional role and required activities that must be performed should be documented and enforced in the Special Education and Supervisors' Users Manuals <b>Recommendation #7</b>  <i>1. By December 31, 2020, clearly define and document roles, responsibilities, and deliverables for each position in Special Education shall be included in a Special Education User's Manual.</i> <i>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.</i> <i>3. By September 2021, train users on how to implement the procedures for Monitoring and providing feedback to facilitate compliance</i>	In pursuant to the State Monitor's recommendation, a Special Education Services Plan has been developed.	Blue	The BOE approved the District Special Education Plan.  RCSD Special Education User's Manual was developed and unpacked with the Special Education Department during monthly department meetings and will continue to be used during PD throughout the 2020-2021 school year.	Special Education Services Plan can be found <a href="#">here</a> .		By 12/31/2020  By 12/31/2020  By 9/2021
Ensure the timely finalization of student IEPs after the CSE meeting. <b>Recommendation #8</b>  <i>1. Develop standard deadlines for finalizing IEPs and establish procedures and designate responsibility for facilitating timely parent receipt in the Users' Manual and the Supervisors' Manual for Special Education by December 31, 2020, and April 15, 2021.</i> <i>2. 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.</i> <i>3. Begin processing the annual reviews of students in transition</i>	In pursuant to the State Monitor's recommendation, a Special Education Services Plan and a Special Education Supervisor's Manual have been developed.	Green	RCSD Special Education User's Manual was developed and unpacked with the Special Education Department during monthly department meetings and will continue to be used during PD throughout the 2020-2021 school year.	Special Education documentation can be found <a href="#">here</a> .		By 12/31/2021  By 5/1/2021  By 4/15/2021



grades, 5, 6, 8, and 9 shall be the first priority for the budget development process by April 15th.					
<b>YEAR TWO</b>					
Restructure the Accountability Office and the Placement Office into a single division, under the supervision of the Deputy for Teaching and Learning. The new department shall combine the duties and responsibilities of accountability, enrollment, placement, and assessment into a comprehensive accountability Department of Research, Assessment, and Planning. <b>Recommendation #9</b>		N/A			By 8/1/2021
Hold all staff accountable to SOPs for each district department. <b>Recommendation #10</b>		N/A			Effective 12/2021
<b>YEAR THREE</b>					
<p>Based on the feasibility study for district reconfigurations establish school models (i.e. Pre-k - 5, 6-8, 9-12) to increase opportunities for vertical and horizontal articulation, academic acceleration, facilities consolidation, and fiscal efficiency. <b>Recommendation #11</b></p> <p><i>1. Deputy of Teaching and Learning and the Deputy for Student Support Services shall establish a task force to study:</i></p> <p><i>a. District geographic zone configurations and</i></p> <p><i>b. District school zone configurations by December 30, 2020.</i></p> <p><i>2. Taskforce shall share recommendations for new Zone configurations by April 15, 2021. Should the Board approve 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.</i></p>	As stated in recommendation 14 under Instructional Transformation Domain, A Zone Configuration Taskforce has been established. The Task Force will focus on developing processes and policies related to updating and maintaining the RCSD geographic and school zone configurations.	Green	<p>In December information about the new Zone Configuration Taskforce was shared with District Leaders and Staff via email and through Leadership Link.</p> <p>District Leadership and Staff were invited to join the taskforce.</p> <p>The Inaugural meeting was held on January 28, 2021.</p> <p>In December signup information about the new Zone Configuration and Managed Choice Task Force was shared with District Leaders and Staff via email and through Leadership Link. District Leadership and Staff were invited to join the taskforce.</p> <p>The Inaugural meeting was held on January 28, 2021.</p> <ul style="list-style-type: none"> <li>● January to March 2021 Task Force researches existing challenges</li> <li>● March 12, 2021 - conducts community survey</li> <li>● April 5, 2021 – public meeting to collect public input on recommendations for new Zone configurations and Community Advisory Team to collect additional input</li> <li>● March to May - meet with stakeholder groups, conducts community interviews, focus groups, and forums to identify community preferences <ul style="list-style-type: none"> <li>○ March 24, 2021 – Student Leadership Congress</li> <li>○ March 31, 2021 - Parent Leadership Advisory Council</li> <li>○ April 1, 2021 – BEC Executive Meeting Work Session</li> <li>○ April 21, 2021 – Parent Liaisons/Home School Association Meeting</li> <li>○ April 26, 2021 – RCSD Community Advisory Team</li> </ul> </li> <li>● May 2021 - engage community around reconfiguration options to explore and refine models prior to making recommendations to the Board</li> <li>● May/June 2021 - analysis of reconfiguration options and makes recommendation to the School Board</li> </ul> <p>Additional collaboration and feedback collected via multiple emails, phone calls, and social media communications.</p>	See attached meeting Agendas, Surveys, and recordings <a href="#">here</a> .  Survey results: <a href="#">Link</a>	<p style="text-align: center;"><b>By 12/30/2020</b></p> <p>By 4/15/2021</p> <p>2023 RCSD Budget</p>
Pending feasibility results, establish neighborhood community model elementary and middle schools. <b>Recommendation #12</b> <p><i>1. Deputy of Teaching and Learning and the Deputy of Student Support shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations by December 30, 2020.</i></p>	A Zone Configuration and Managed Choice Taskforce has been established. The Task Force will focus on developing processes and policies related to updating and maintaining the RCSD geographic and school zone configurations.	Green	<p>In December information about the new Zone Configuration And Managed Choice Taskforce was shared with District Leaders and Staff via email and through Leadership Link.</p> <p>District Leadership and Staff were invited to join the taskforce.</p> <p>The Inaugural meeting was held on January 28, 2021.</p> <p>In December signup information about the new Zone Configuration and Managed Choice Task Force was shared with District Leaders</p>	See attached meeting Agendas, Surveys, and recordings <a href="#">here</a> .  Survey results: <a href="#">Link</a>	<p style="text-align: center;"><b>By 12/30/2020</b></p> <p>By 5/15/2021</p> <p>2023 RCSD Budget</p>

<p>2. Taskforce shall share recommendations for new Zone configurations <b>by May 15, 2021.</b></p> <p>3. Pending Board approval using a phased approach, recommendations for a new Zone configuration, will be budgeted in the <b>2023 RCSD budget.</b></p>			<p>and Staff via email and through Leadership Link. District Leadership and Staff were invited to join the taskforce.</p> <p>The Inaugural meeting was held on January 28, 2021.</p> <p>January to March 2021 Task Force researches existing challenges</p> <p>March 12, 2021 - conducts community survey</p> <p>April 5, 2021 – public meeting to collect public input on recommendations for new Zone configurations and Community Advisory Team to collect additional input</p> <p>March to May - meet with stakeholder groups, conducts community interviews, focus groups, and forums to identify community preferences</p> <p>March 24, 2021 – Student Leadership Congress</p> <p>March 31, 2021 - Parent Leadership Advisory Council</p> <p>April 1, 2021 – BEC Executive Meeting Work Session</p> <p>April 21, 2021 – Parent Liaisons/Home School Association Meeting</p> <p>April 26, 2021 – RCSD Community Advisory Team</p> <p>May 2021 - engage community around reconfiguration options to explore and refine models prior to making recommendations to the Board</p> <p>May/June 2021 - analysis of reconfiguration options and makes recommendation to the School Board</p> <p>Additional collaboration and feedback collected via multiple emails, phone calls, and social media communications.</p>		
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**MULTI-YEAR**

<p>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. Every teacher shall have a full schedule and a full class for every instructional school day of the school year.</p> <p><b>Recommendation #13</b></p>	<p>Alignment of staffing to CBAs</p>	<p><b>Green</b></p>	<p>A staffing reduction plan was developed. Meetings were held to ensure planning and implementation of resources in alignment with ratios.</p>	<p>A <a href="#">Staffing Reduction Plan</a> was created that stipulated adherence to CBA ratios and this was adhered to in the development of staffing templates.</p>	<p><b>Effective Immediately</b></p>
<p>Revamp or eliminate the Managed Choice Policy</p> <p><b>Recommendation #14</b></p> <p>1. Deputy of Teaching and Learning and the Deputy of Student Support shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations and the Managed Choice Policy <b>by August 30, 2021.</b></p> <p>2. Task force shall share recommendations for the policy <b>by September 30, 2021.</b></p> <p>3. Phase I of a Board approved implementation plan to change to transition to neighborhood community model elementary schools will be budgeted in the <b>2023 RCSD budget.</b></p>	<p>A Zone Configuration and Managed Choice Taskforce has been established. The Task Force will focus on developing processes and policies related to updating and maintaining the RCSD geographic and school zone configurations. This Task Force will also look at the Managed Choice process.</p>	<p><b>Green</b></p>	<p>In December information about the new Zone Configuration and Managed Choice Taskforce was shared with District Leaders and staff via email and through Leadership Link.</p> <p>District Leadership and staff were invited to join the taskforce.</p> <p>The Inaugural meeting was held on January 28, 2021.</p>	<p>See attached meeting Agendas, Surveys, and recordings <a href="#">here</a>. The reorganization of the Office of Human Capital, aligned resources to support each School Chief, creating a team consistent with Zone Offices. <a href="#">Human Capital Reorganization</a></p>	<p><b>By 8/30/2021</b></p> <p><b>By 9/30/2021</b></p> <p>2023 RCSD Budget</p>
<p>Upgrade the Student Information Management System (SIMS) and the Financial Management System (FMS), including a training action plan.</p> <p><b>Recommendation #15</b></p> <p><b>By April 30, 2021</b> District shall recommend that the Board of Education approve a plan for the purchase of and transition to, an upgraded SIMS and FMS as follows:</p> <p>a. Phase I implemented by <b>Fall 2022.</b></p> <p>b. Phase II implemented by <b>Fall 2023.</b></p> <p>c. Final Phase implemented by <b>Fall 2024.</b></p> <p>Monitoring monthly key preselected reports and analysis at cabinet and committee meetings presenting reports and analysis.</p>	<p>Upgrade the SIMS, HRMS and FIMS.</p>	<p><b>Green</b></p>	<p>A project manager facilitates a cross-functional team from IM&amp;T, Human Capital and Finance to study, recommend, and implement an upgrade. This work has been completed and a recommendation for upgrade is being finalized.</p>	<p>The District’s Human Capital Management System (HCMS) and Financial Management System (FMS), PeopleSoft will be replaced by Oracle Cloud. <a href="#">Oracle Cloud Sign-Off</a> . Anticipated date for board approval is no later than 7/29/21.</p> <p>Change the date of recommendation from 4/30/21 to 7/29/21. See letter from IMT - <a href="#">Link</a></p> <p>The benchmark for the SIMS has been met as the upgrade to SIMS was made in the 2019-2020 school year. See letter from IMT - <a href="#">Link</a></p> <p>The benchmark for the SIMS training had already been met prior to the State Monitor’s report. However, training is ongoing and IM&amp;T will work on a training action plan. Click <a href="#">here</a> for evidence of training.</p>	<p><b>By 4/30/2021</b></p> <p>Fall 2022</p> <p>Fall 2023</p> <p>Fall 2024</p>

**Status:****New:** Implementation completed; the school district has satisfactorily met the benchmark.**Modified:** The district is on schedule to meet this benchmark.**Eliminated:** The district has not met or will not meet this benchmark in the specified time.**Part C: Plan Modifications Requests**

In this section, identify any revisions to the academic plan that were made during this reporting period.

Turnaround Leadership Domain					
Activity	Current Status	Revision	Reason for Revision	Other Information / State Monitor's Response	Date Completed
The district leadership shall develop and have approved by the Board of Education standard operating procedures (SOP) for professional development, including the protocol for onboarding new board members, which shall be fully implemented by <b>December 30, 2020</b> . <b>Recommendation #1</b>	Yellow	The district leadership shall develop and have approved by the Board of Education standard operating procedures (SOP) for professional development, including the protocol for onboarding new board members, which shall be fully implemented by <b>April 15, 2021</b> . <b>Recommendation #1</b>	Per the Monitor's recommendation, these must be Board approved which will take some time to complete.		

Talent Development Domain					
Activity	Current Status	Revision	Reason for Revision	Other Information / State Monitor's Response	Date Completed
Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate onboarding, accountability, and supervision throughout the district. <b>Recommendation #1</b>  <b>1. By February 1, 2021, submit to the State Monitor a plan to create and update the SOP of each department in the 4th quarter of every year.</b>	Yellow	The district leadership shall develop and have approved by the Board of Education standard operating procedures (SOP) for professional development, including the protocol for onboarding new board members, which shall be fully implemented by <b>April 15, 2021</b> . <b>Recommendation #1</b>	Per the Monitor's recommendation, these must be Board approved which will take some time to complete.		
Update the 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:  <ul style="list-style-type: none"> <li>▪ Effective leadership and teaching practices</li> <li>▪ Turn Around Leadership Actions and Competencies.</li> <li>▪ Management Skills</li> <li>▪ Data utilization for resource allocation and academic achievement</li> <li>▪ Behavioral support</li> <li>▪ Support for diverse student populations.</li> <li>▪ Change Management</li> <li>▪ Community Outreach and Engagement</li> </ul> <b>Recommendation #4</b>  <b>4. Effective January 1, 2021 program evaluation indicators shall be used quarterly to measure the impact of programs.</b>	Yellow	We have identified and selected an evaluation tool for evaluative use. We are hiring two program evaluators to conduct this work.  We are requesting that the deadline for this be extended to June 2021 to allow us to hire and train 2 program evaluators to conduct this work. We do not currently have enough internal capacity to conduct the work as described in the plan, by the date required.	We have obtained funding and are going through the recruitment process to hire two program evaluators to conduct this work. We anticipate we will hire and train two staff by June 2021.		
Establish Zone Offices led by Chiefs of Schools with staff to support schools within each zone.  Recommendation #8  No. 2: By April 15, 2021, the Task Force shall share recommendations for new Zone configurations.	Green	We would like this date to state May 15, 2021.	In Some instances, other recommendations that are the same have a deadline of May 15, 2021. We would like them all to reflect the same date.		

Instructional Transformation Domain					
Activity	Current Status	Revision	Reason for Revision	Other Information / State Monitor's Response	Date Completed
<b>Recommendation #1</b> 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.		<i>Existence of a new RCSD Human Capital website and social media reflecting upgraded branding by <b>January 1, 2022</b>.</i>	Currently, there are 5 vacancies in the Office of Human Capital, with no one able to assist specifically with this task, including retirement of the Chief of Human Capital's assistant. Need more assistance or resources to ensure that this is done with fidelity and working with the Chief of Human Capital.	<a href="#">Modification Request</a>	
<b>Recommendation #5</b>  By March 1, 2021, the administration shall develop for implementation, a new plan for summer school Supervision Protocols		Amend the date to reflect <b>May 14, 2021</b> .	The Summer School Plans are being finalized to include all of the requisite details. A draft summer school plan has been submitted. RCSD has received preliminary feedback to respond to and update.		
Update all district curriculum materials.  <b>Recommendation #10</b>  No. 3: By December 30, 2020, the COO and the CAO shall present to the Superintendent a plan and budget for  28 removing all dated curricular materials from schools and storage spaces.		<ol style="list-style-type: none"> <li>1. Where it states COO, it should say CFO.</li> <li>2. Amend the date to reflect <b>May 14, 2021</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. All the staff and support for the textbook and curriculum materials is through the distribution center. The COO does not supervise this area. The distribution center reports to Tim Schmandt who is a direct report to the CFO.</li> <li>2. The work to identify the appropriate course of action, persons responsible and identification of the process of the physical removal of materials is ongoing and still being finalized.</li> </ol>		

<p>Establish a Theory of Action with accompanying action steps to address 1-2 selected common problems of practice for Receivership, CSI, and TSI schools.</p> <p>No 3: 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.</p>	Yellow	<p>Created a systemic approach and common data sets to be reviewed on a monthly basis by School Chiefs. Please view the attached <a href="#">4-6 Week Data Cycle</a></p>	<p>Start date of April and reviewed with State Monitor.</p>		
<p><b>Recommendation #12</b></p> <p>Revamp the high school selection process to:</p> <ol style="list-style-type: none"> <li>1) Become more family and student-friendly</li> <li>2) Include more family and student involvement</li> <li>3) Better align with the budgeting and staffing schedule</li> </ol> <p>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.</p> <p>Establish a laser-like focus on the Grade 8 to 9 transition, including a freshmen academy structure.</p> <p>Create a portfolio of high school programming based on need, interest, and industry outlooks.</p> <p>Create a year-long Virtual Academy as a school for grade 8 through grade 12 coursework, offering core, enrichment, Career and Technical Education (CTE), and college courses.</p> <p><i>The District administration shall adhere to the following:</i></p> <ol style="list-style-type: none"> <li>1. <b>By January 30, 2021</b>, submit the first draft of a revised RCSD high school selection process to the Instructional Council and the Monitor.</li> <li>2. <b>Submit a second revised draft to the ESA committee by April 2021.</b></li> <li>3. <b>By June 2021</b>, submit to the Board for consideration a resolution approving the implementation of a revised high school selection process.</li> <li>4. <b>Begin to implement the new selection process starting with students who first enter grade 9 in Fall 2022.</b></li> <li>5. <b>By November 2021</b>, submit a final draft of a comprehensive RCSD Course of Studies to the Monitor.</li> <li>6. <b>By November 2021</b>, submit a final draft of the RCSD Course of Studies to the Board for approval for full implementation in fall 2022.</li> <li>7. <b>By September 2022</b>, establish and submit the core components of a freshmen academy in each high school.</li> <li>8. <b>Begin establishing a portfolio of school programming by cohorts of schools. Cohort I Completed by August 2021, Cohort II completed by August 2023, Cohort III completed by August 2025.</b></li> <li>9. <b>By August 2023</b>, re-establish an upgraded RCSD Virtual Secondary Academy.</li> <li>10. <b>By August 2023</b> implement an RCSD portfolio of high school programming.</li> </ol>	Yellow	<p>By May 20<sup>th</sup>, submit the first draft of a revised RCSD high school selection process to the Instructional Council and the Monitor.</p> <p>Submit a second revised draft to the ESA committee by June 15th.</p>	<p>After receiving additional feedback, the Director of the Department of Student Equity and Placement is requesting the opportunity to outline a school based recruitment model that is more family and student friendly and will include more family and student involvement. This revised plan will better align with the budgeting and staffing schedule.</p> <p>To provide time to incorporate recommendations and feedback to the submission submitted May 20, 2021.</p> <p><a href="#">Executive Summary and modifications can be found here.</a></p>	<i>This indicator has been approved for modification.</i>	
<p>Update all district curriculum materials.</p> <p><b>Recommendation #12</b></p> <p>Revamp the high school selection process.</p> <ol style="list-style-type: none"> <li>1) Submit a second revised draft to the ESA committee by April 2021.</li> </ol>	Modified	<p>Submit a second revised draft to the ESA committee by June 15th.</p>	<p>To provide time to incorporate recommendations and feedback to the submission submitted May 20, 2021.</p>	<i>This indicator has been approved for modification.</i>	

Culture Shift Domain					
Activity	Current Status	Revision	Reason for Revision	Other Information / State Monitor's Response	Date Completed

Systems, Resources, and Structures Domain					
Activity	Current Status	Revision	Reason for Revision	Other Information / State Monitor's Response	Date Completed
<p>Based on the feasibility study for district reconfigurations establish school models (i.e. Pre-k - 5, 6-8, 9-12) to increase opportunities for vertical and horizontal articulation, academic acceleration, facilities consolidation, and fiscal efficiency.</p> <p>Recommendation #11</p> <p><i>No. 2 Taskforce shall share recommendations for new Zone configurations by April 15, 2021.</i></p>	Green	<p><b>We would like this date to state May 15, 2021.</b></p>	<p>In Some instances, other recommendations that are the same have a deadline of May 15, 2021. We would like them all to reflect the same date.</p>		
<p>Every teacher shall have a full schedule and a full class for every instructional school day of the school year. Recommendation #13</p>	Green	<p><b>Revise deadline to July 1, 2021 for elementary schools and August 20, 2021 for secondary schools.</b></p>	<p>The district is giving families the option to choose in-person or remote learning for the 21-22SY. The deadline the District is giving families to opt out of in-person instruction is May 7, 2021; therefore, schedules will not be finalized until well after this date.</p> <p>The elementary deadline could possibly be moved up depending on the number of students choosing one modality over another and the staffing the adjustments that may or may not need to take place.</p>		
<p><b>Recommendation:</b> Upgrade the Student Information Management System (SIMS) and the Financial Management System (FMS), including a training action plan.</p>	Green	<p><b>The District had already met the benchmark for "Upgrade the Student Information Management System (SIMS)"</b></p>	<p>The current Student Management System is PowerSchool, which is a new cloud based system.</p>		

<p><b>Evidence of Implementation:</b> 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 and FMS as follows:</p> <p>a. Phase I implemented by Fall 2022.</p> <p>b. Phase II implemented by Fall 2023.</p> <p>c. Final Phase implemented by Fall 2024.</p> <p>2. Monitoring monthly key preselected reports and analysis at cabinet and committee meetings presenting reports and analysis</p>		<p>previous to the recommendation by the State Monitor.</p> <p><b>Evidence of such, along with supporting documentation is listed out under the "Reason for Revision" heading.</b></p> <p><b>The training as recommended in both the Academic and Financial plans. A training plan will be completed and submitted to the State Monitor by the August 1, 2021 deadline.</b></p> <p><b>FINANCIAL PLAN Recommendation #5 (Develop by August 1, 2021, a multi-tiered action plan to implement cross-training using all three management systems</b></p> <p><b>1-an upgraded financial management system</b></p> <p><b>2-the current student information management system</b></p> <p><b>3-an upgraded SWD student information management system)</b></p> <p><b>Change the evidence of implementation date from 4/30/21 to 7/29/21 for the Financial Management System (FMS).</b></p>	<p>A new student management system (SIS) was implemented in the 2019/2020 school year</p> <p>The system has four major releases a year with new functionality, features and enhancements. RCSD is always on the current version.</p> <p>PowerSchool had an 18 month project timeline that was custom developed by PowerSchool for RCSD.</p> <p>Click <a href="#">here</a> for a copy of the board resolution.</p> <p>Click <a href="#">here</a> for an example of PowerSchool updates.</p> <p>The benchmark for the SIMS training had already been met prior to the State Monitor's report. However, training is ongoing and IM&amp;T will work on a training action plan per the State Monitor's recommendation. Click <a href="#">here</a> for evidence of training.</p> <p>The District will be transitioning to a new, modern, cloud based financial management system beginning mid-year 2021.</p> <p>Glen VanDerwater is scheduled to meet with Dr. Lesli Myers-Small, Marisol O. Ramos-Lopez, President Van White and Vice President Cynthia Elliott on May 11, 2021 to present the ERP/HCM project charter at a high level.</p> <p>Glen VanDerwater is scheduled to meet with Commissioner LeBron on May 14, 2021 for a preliminary review of the ERP/HCM project prior to the Finance Committee meeting on May 18, 2021.</p> <p>Request For Quote results for a system integrator will be received by May 28, 2021.</p> <p>The contract for the system integrator will be sent to the Board of Education no later than July 29, 2021.</p>		
<p><b>Recommendation #5</b></p> <p><b>1. All contracts shall come through the legal office, effective immediately.</b></p>	<p>Modified</p>	<p><b>May 30, 2021 – create a template for maintenance contracts that the Facilities Department can utilize</b></p> <p><b>June 15, 2021 – present to the Policy and/or Finance Committee on thresholds for Board approval and the contract policies under Policies 6741 and 6745</b></p> <p><b>June 30, 2021 – identify all contracts that should be processed by the Legal Department, revise Requisition procedures, and begin processing all such contracts</b></p>	<p>In reviewing the scope of contracts that do not come to through the Legal Department, we realized that the number is much higher than expected. Many of these go through the Purchasing Department and fall under Board Policies 6741 and 6745. The primary concern is to ensure that the Board is made aware of these contracts. We would like to create a template for certain recurring contracts and discuss the other contracts with the Board Finance Committee.</p>	<p>Approved</p>	

**Part D: Violations of Academic Plan**

In this section, identify any areas during the reporting period when the State Monitor found the district to be in violation of the plan and how this violation was resolved.

Date of Violation Notification	Violation Cited	District Response	Status of Violation

## ADDENDUM

Department of Multilingual Education	CR-Part 154 CAP Quarterly Report for April, 2021	CAP Report and additional resources can be found <a href="#">here</a> . Documents in Zip files must be downloaded in order to be read due to their size..
Department of Special Education	3rd Quarter Progress Report for April, 2021 - Consent Decree <a href="#">SED List of Acronyms</a>  Executive Summary - State Monitor's Academic and Financial Plans	Quarterly Report can be found <a href="#">here</a> . Consent Decree RCSD Website information <a href="#">here</a> .  Overview and Action Taken/Additional Actions can be found <a href="#">here</a> .