THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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August 2, 2019

Mr. Van Henri White, President
Board of Education
Rochester City School District
131 West Broad Street
Rochester, NY 14614

RE: Response to Revised Distinguished Educator Action Plan

Dear Mr. White:

In August 2018, in accordance with Education Law §§211-b and 211-c and Commissioner's Regulations §§100.16 and 100.17, Dr. Jaime Aquino was appointed as Distinguished Educator (DE) of the Rochester City School District (RCSD or the District) to provide additional support to improve the District's systems, structures, and operations, as well as address significant gaps in student services and academic performance.

In November 2018, Dr. Aquino submitted to the Department his Distinguished Educator's report with recommendations to which you were asked to provide a District response. In February 2019, the District submitted to the Department an action plan to respond to the recommendations contained in Dr. Aquino's report. On April 25, 2019, the Department provided detailed feedback to RCSD and requested additional revisions to the action plan. In June 2019, RCSD submitted a revised action plan to the Department.

Department staff have reviewed the revised action plan and determined that the recent submission provides a more cohesive vision for improvement than the version submitted in March. In most instances, the revisions have addressed the DE's findings and recommendations and the Department's April 2019 feedback. Please note that there are some instances in which additional revisions are required.

The Department has provided its feedback in red within the District's revised action plan attached to this letter. Any section that the Department has identified as needing further revision has red text beginning with "NYSED Request for Additional Revisions," followed by the specific revisions requested. In a few instances, the Department is not requesting revisions but does want to provide additional feedback and observations about the District's revisions. Any section that does not contain red text has been accepted by the Department as submitted. The RCSD should review the feedback in red and make the identified revisions and submit its plan to me for review no later than 5:00 PM on August

30, 2019. Upon receipt, the Department will review the revised plan and inform the District if further information is needed.

Thank you for your work to incorporate the original feedback provided by the Department. These efforts ensure that RCSD has a cohesive vision for improvement through its action plan.

We look forward to supporting the District's efforts to implement the action plan and ultimately improve educational outcomes for students in the Rochester City School District.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Terry Dade
Kim Wilkins

ROCHESTER BOARD OF EDUCATION

ACTION PLAN: Response to Distinguished Educator Report *(A Review of the Rochester City School District, 11/14/2018)*

June 6, 2019

Rochester City School District

Board of Education

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Interim Superintendent of Schools
Daniel Lowengard

June 6, 2019

Commissioner MaryEllen Elia
New York State Commissioner of Education
President of the University of the State of New York
89 Washington Ave, Room 111
Albany, NY 12234

Dear Commissioner Elia:

The attached submission is being offered in response to your letters dated March 8, 2019 and April 25, 2019. With this submission you will find that the District has updated its action plan and has provided additional details regarding the implementation of this plan.

Specific changes supported in this submission include:

- A statement of the District's overarching vision for improving student achievement;
- A statement of how the District's operational and financial functions will align our work as part of the vision for student achievement;
- A list of priorities and a realistic timeline of key interim and completion milestones for implementation;
- An explanation of how senior District leadership will organize their roles and responsibilities to monitor and evaluate implementation of the plan across departments;
- An explanation of the process and frequency by which the District will report to the public on progress; and
- A description of how the District provided opportunities for stakeholders to provide input on revisions to the Plan and a description of how stakeholders were able to provide feedback on its implementation
- A status update along with supports and next steps to address the conclusions and recommendations in the State Attorney General and NYSED Joint Report on the Investigation into the Death of Trevyan Rowe.

It is important to note that most, if not all, of this work has been thoroughly vetted by the Distinguished Educator, Dr. Jaime Aquino. Indeed, to ensure that this submission fully satisfies the concerns in your March and April letters, Dr. Aquino reviewed multiple drafts of the document. Moreover, as a final measure, we checked with Dr. Aquino as recently as June 5th, 2019 and he noted

that "the District is diligently working on incorporating all the feedback they received thus far".

This is the type of diligent and thoughtful planning that has the District's graduation rate the highest it's been in 10 years and the out out-of-school suspension rate the lowest it's been in several years. We are convinced that, if properly resourced and given an adequate amount of time, the attached plan will result in similar gains in other key performance areas and ensure that the District's students receive the quality education they need and deserve.

Enclosures:

Narrative Response
Revised Action Plan
District Response to SED Staff Review Grid
District Response to the State Attorney General and NYSED Joint Report on the Investigation into the Death of Trevyan Rowe

Sincerely,

Van Henri White
President, Board of Education

Daniel Lowengard
Interim Superintendent of Schools

Enclosure

Cc: Jaime Aquino
Beth Berlin
Alison Bianchi
Kim Wilkins

VISION FOR IMPROVING STUDENT ACHIEVEMENT

Every student by face and name. Every school, every classroom.

To and through graduation.

The Rochester City School District (RCSD) serves a diverse population of students, most of whom live in poverty and deserve a high quality elementary and secondary education that will prepare them for their post-secondary college and career choices.

In order to achieve the desired outcomes, RCSD is committed to knowing every student by face and name, in every classroom and every school, to and through graduation. This commitment is the vision that guides all facets of our work.

The District's vision for improving student achievement starts with the premise that every school is capable of offering a high quality learning experience for each of its students. As such we view the school as the unit of change and the central office as the provider of structures and systems that will allow schools to deliver excellent education to all students. Our vision is anchored around seven levers: a Relentless Focus on Teaching and Learning, Professional Learning, Highly Effective Human Capital, Instructional Leadership, Socio-Emotional Supports, Parent Engagement, and Accountability.

1. Relentless Focus on Teaching and Learning

A commitment to Teaching and Learning begins with effective and consistent implementation of a strong framework for instruction that specifies a guaranteed, rigorous, and viable curriculum outlining grade level learning outcomes, an assessment system to monitor and adjust teaching and measure growth, and resources that will provide teachers with culturally relevant instructional strategies and materials to reach and engage every student.

All staff will commit to offering students a robust instructional experience that builds from a strong, standards-based Tier 1 curriculum and differentiates learning experiences to accelerate student learning through Tier 2 and 3 interventions, paying particular attention to the needs of English Language Learners and special education students.

At the classroom level, teachers will be equipped with the necessary resources to engage students in standards-based, culturally responsive lessons. The instructional model will consist of:

- Rigorous lesson plans including learning targets, essential questions as appropriate, purposeful learning activities and assessments.
- Maximized time through use of classroom libraries and engaging materials.
- A stimulating environment characterized by positive relationships.
- Whole class, productive group, and independent units.

At the completion of each lesson, there will be ample time for closure.

2. Professional Learning

Professional learning opportunities will be structured in a manner that results in changes in teacher practices and improvement in student learning outcomes. The District's professional learning program will be anchored on the elements research has identified as leading to improved student outcomes. Our professional learning will:

- Be aligned to specific content and standards
- Be aligned to student needs and District and school goals
- Incorporate active learning
- Be job-embedded
- Support collaboration; and
- Be sustained and continuous.

Professional learning will also focus on high yield and culturally responsive instructional strategies, with understanding of how implicit bias must be recognized and understood from the perspective of the learner, and how to utilize restorative practices in order to establish and sustain a positive learning environment and school climate.

Professional learning will pervade learning environments through embedded and explicit opportunities. Emphasis will be on curriculum implementation through best instructional practices, recognition of implicit bias and confronting individual, structural and institutional racism, and capacity to apply restorative practices to establish and maintain positive and productive relationships. These professional learning experiences will occur through regular classroom walkthroughs, data investigations, review of student work, and other embedded opportunities. Teacher appraisals will focus on these expectations to enhance skills and knowledge.

3. Highly-Effective Human Capital

The District will recruit, hire, retain, and continuously educate competent and caring educators who are invested in the success of urban students. These individuals will commit themselves to understanding and celebrating cultural differences and will seek to build their capacity to examine their own implicit biases to disrupt structural and institutional racism in service to students of color.

4. Instructional Leadership

The District recognizes that at the school level, administrators are, first and foremost, passionate educators who are committed to and capable of establishing a school wide environment that expects excellence while providing the supports to achieve it. School administrators will consistently exercise leadership to ensure that curriculum is appropriately taught with grade level rigor and that the school climate fosters an intellectual and caring culture of deep learning characterized by evidence of instructional strategies that yield high performance and accountability for progress for each student. School leaders will work closely

and collaboratively with School Based Planning Teams, Instructional Leadership Teams, and grade level teaching teams to fluidly integrate all aspects of the educational process, including social-emotional learning. Shared language and accountability for stated outcomes will be visible throughout each building. Parents will be engaged and respected as the first teachers of their children.

5. Socio-Emotional Supports

Students will be greeted each day and welcomed into their schools and classrooms. They will be known by face and name. All students will experience rigorous, caring learning spaces necessary to effectively accelerate their academic and social growth. Furthermore, students will cultivate their own voices and provide ongoing feedback to teachers and administrators regarding their personal learning and social experiences in their schools. All students will learn to be leaders.

The District will continue its commitment to building the capacity of every school to apply restorative practices as an alternative to punishment and suspension. Check-ins, morning meetings, and circles are some of the general practices utilized, and administrators, teachers and students will continue to learn and assume leadership in enhancing the knowledge and skills of their colleagues and peers. Students experiencing trauma will find capable and caring adults to meet their additional needs.

6. Parent and Community Engagement

Parents will be welcomed and viewed as partners in their children's education, recognizing and celebrating them as first teachers of their children. Parents will be known and appreciated for their role in educating their children through regular communication, formal conferences, parent organizations, and participation in student performances and demonstrations.

Strong professional and community partnerships, excellent facilities designed to meet the needs of all learners, an efficient and effective organizational structure and a budget aligned to instructional priorities contribute to establishing a teaching and learning environment that places the student as the central focus. This will result in graduates with the self-confidence and competencies needed for college and career readiness. By providing all students with equitable access to the programs, services and resources necessary for sustained success, coupled with the district's and community's support, our students will recognize and achieve their educational potential and contribute to a better community and world.

7. Accountability

Through the use of observations and evaluation processes and augmented by regular learning walks, principals and other school administrators will provide actionable feedback and coach teachers toward excellence.

At the school and District levels, progress monitoring will include curriculum-embedded and summative assessments. Universal screening will identify students who require additional, differentiated interventions to accelerate their learning. All students will take standardized assessments three times per year to measure growth. State assessments will serve as an additional accountability measure.

All assessments will be utilized to assess needs, progress, and to assist in data-driven decision-making.

Schools in Receivership will utilize assigned and selected indicators to measure their growth toward an improved status. All schools will utilize assigned and selected indicators to measure their growth toward an improved status.

The aforementioned seven levers will serve as the District's framework to ensure that the system is engaged in the right work to prioritize efforts to develop classrooms and schools that are collectively focused on improving student learning.

ALIGNING OPERATIONAL AND FINANCIAL FUNCTIONS TO ENSURE STUDENT SUCCESS

Rochester City School District (RCSD) is committed to knowing every student by face and name, in every classroom and every school, to and through graduation. This commitment is the vision that guides all facets of our work.

This vision has shaped our financial path forward by transforming our classroom and community learning spaces, programs, and partnerships. This has been to ensure our District efforts are fully integrated with our Facilities Master Plan, creating the conditions necessary for our students to have rich, robust 21st century learning.

While we acknowledge the improvements that have been made in recent years to graduation rates and proficiency rates, we realize that there is still significant room for growth. A long-term financial plan, anchored in our core values of equity, relational capacity, innovation, coherence and accountability, is critical for enabling rich opportunities for students that serve to close both achievement, equity, and opportunity gaps.

The RCSD, like many other urban districts, is experiencing a structural deficit, which if unaddressed, will significantly impede our ability to serve students. The District strives for the success of all youth. We value equity, cohesiveness and positive school climates. Fiscal stewardship, transparency and stability are vital to our students' success. Our financial future depends on identifying equitable and sustainable programs as we operate in a climate of flat revenue streams, increasing student needs, rigorous accountability measures (with the newly implemented ESSA regulations), declining district school enrollment and growing enrollment in charter schools.

In June 2019, the Board will receive a report showing enrollment trends, building utilization, program needs, current use of rental space, and other factors that will lead to discussions regarding how to better use existing buildings, considerations of school closures, and move out of rental space.

In November 2018, the Office of Finance engaged a cross-functional team to develop a report on the structural deficit, its impact and the plan moving forward. The initial analysis of the budget identified five factors that must be addressed in the projected 2019-2020 Budget.

- District Footprint
- Salaries and Benefits
- Transportation
- Student Need
- Revenue, Expenditures, and Legislation

In preparation for the 2019-2020 School Year budget, the factors listed above were assessed as key drivers and specifically addressed the issue of declining enrollment. Paramount to this, the RCSD identified priorities that guide the operational and financial decisions and functions in the District, as follows:

- Racial equity and equal access
- Quality instruction and social emotional support to ***ALL*** students
- Increased graduation success rates
- Parent and community engagement
- Distinguished Educator's Report implementation

In sum, financial decisions are based on meeting our priorities and the milestones for implementation, as outlined below, which are germane to the improvement of teaching and learning, and ultimately increased student growth, proficiency, and graduation rates across all sub-groups.

Overall, the financial plan is aligned to the District's theory of action which guides all decisions related to instruction.

Standard operating procedures are under examination, particularly related to emergency management, crisis intervention, and school safety.

PRIORITIES AND TIMELINE

The District is committed to ensuring that all schools are place of academic excellence, where all students can thrive. However, we also realize there are no quick fixes for sustained District transformation and that change will not happen overnight. The attached plan outlines a multi-year approach for improving schools. Given this multiyear context, below is a list of priorities the District has established to ensure a successful implementation of the overall plan.

AREA	TIMELINE	RECOMMENDATION
GOVERNANCE AND LEADERSHIP	Nov. 2018 – Sept. 2019	Implement a system by which the Board holds the Superintendent accountable.
GOVERNANCE AND LEADERSHIP	Nov. 2018 – Ongoing	Have the Board President play an active role in managing the Board as a whole.
GOVERNANCE AND LEADERSHIP	Nov. 2018 – Ongoing	Promote a culture of respect, trust, and collaboration that focuses on the students' best interests.
GOVERNANCE AND LEADERSHIP	Nov. 2018 – Ongoing	Ensure the Board has a clear understanding of its role as a governing body.
GOVERNANCE AND LEADERSHIP	Nov. 2018 – Ongoing	Ensure that the Board prioritizes its focus on improving student achievement.
GOVERNANCE AND LEADERSHIP	Feb. 2019 – Mar. 2020	Develop a multi-year Strategic Plan to serve as a road map guiding work throughout the system.
TEACHING & LEARNING	Dec. 2018 – Aug. 2020	Create and implement a vision of best first instruction, including differentiation to support and enhance the learning of all students
TEACHING & LEARNING	Dec. 2018 – Aug. 2020	Adopt a common curriculum in core subject areas, especially literacy and mathematics, by implementing a

AREA	TIMELINE	RECOMMENDATION
		rigorous curriculum selection process. Prioritize English Language Arts.
TEACHING & LEARNING	Dec. 2018 – Aug. 2019	Develop a clear theory of action to show how the instructional vision and common curriculum will improve District-wide academic performance for all students.
TEACHING & LEARNING	Dec. 2018 – Aug. 2020	Develop a systematized process for curriculum selection and interventions by developing and implementing a coherent, aligned instructional framework.
TEACHING & LEARNING	Apr. 2019 – Jun. 2020	Establish Instructional Leadership Teams at each school.
SPECIAL EDUCATION	Jan.2019 – Aug.2019	Ensure all staff take collective responsibility for educating special education students. The District should consider including specific accountability measures in the goal setting process for principals.
SPECIAL EDUCATION	Nov. 2018 – Jul. 2019 and ongoing based on Consent Decree	Ensure that the Special Education Department is supported, resourced and held accountable for District implementation of the Special Education Strategic Action Plan and the Consent Decree.
ENGLISH LANGUAGE LEARNERS	Nov. 2018 – Nov. 2021	Develop a coherent implementation plan to comply with the New York State Education Department's Corrective Action Plan recommendations.
ENGLISH LANGUAGE LEARNERS	Nov. 2018 – Aug. 2019	Ensure provision of proper translation services. Develop Master Plan (Handbook) for the education of ELLs.
ENGLISH LANGUAGE LEARNERS	Nov. 2018 – Jun. 2020	Develop a coherent, instructionally aligned curriculum system for ELLs.

AREA	TIMELINE	RECOMMENDATION
ENGLISH LANGUAGE LEARNERS	Jun. 2019 – Sept.2021	Set ambitious and achievable expectations for ELLs and monitor their academic progress.
ORGANIZATIONAL STRUCTURE	Jan.2019 – Aug.2019	Evaluate the effectiveness of each Central Office department.
ORGANIZATIONAL STRUCTURE	Mar. 2019 – Aug.2019	Reevaluate the organizational structure to encourage efficiency, collaboration, and accountability.
ACCOUNTABILITY	May 2019 – Jul. 2020	Create and implement a professional development plan to equip all district staff in the use of data to drive decisions.
ACCOUNTABILITY	Jul. 2019 – Aug.2019	Provide principals with professional development on the school improvement process.
HUMAN CAPITAL INITIATIVES	Mar. 2019 – Oct.2019	Develop a coherent, yearlong professional development program to help principals and assistant principals lead for instruction.
HUMAN CAPITAL INITIATIVES	Mar. 2019 – Oct. 2019	Develop a clear, rigorous, and competency based selection process for principals, placing final hiring authority with the superintendent.
HUMAN CAPITAL INITIATIVES	Jan. 2019 – Nov. 2019	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.
HUMAN CAPITAL INITIATIVES	Jun. 2019 – Jul. 2020	Create a leadership academy to prepare staff members throughout the district for key leadership positions at the central office.

AREA	TIMELINE	RECOMMENDATION
FINANCE	Nov. 2018 – Oct.2019	The District must develop a long-term financial plan aligned to District instructional priorities and fiscal reality.
FINANCE	Mar. 2019 – Aug. 2019	Have the Board participate in training aimed at providing better fiscal oversight.
FINANCE	Jun. 2019 – Aug. 2019	Require Board resolutions to be accompanied by a cost analysis determining the financial implications of adoption.
FINANCE	Nov.2018 – Jul. 2019	Have the district conduct a careful review utilization and allocation of resources to determine whether these are aligned to the goals of sustainability and increased student achievement.
PARENT ENGAGEMENT	Jan. 2019 – Sept. 2019	Set consistent expectations while defining the job responsibilities of the parent liaison.
PARENT ENGAGEMENT	Mar.2019 – Sept. 2019	Restructure the PAC to increase transparency and parent participation.
PARENT ENGAGEMENT	Apr. 2019 – Aug. 2019	Develop a comprehensive parent engagement plan.
SCHOOL CLIMATE	May 2019 – Aug. 2019	Develop a plan to implement the recommendations from the Advisory Special Committee on School Climate.
SCHOOL CLIMATE	Mar. 2019 – Jun. 2020	Continue with implicit bias, anti-racist professional learning and emphasize its practice in classrooms and schools.
Operations	Apr.2019 – Jun. 2020	Ensure that standard operating procedures are clearly articulated and understood and followed.

ACTION PLAN MONITORING AND EVALUATION

The District monitors and evaluates the implementation of the plan in several ways which include the:

Performance Management Team: The RCSD Performance Management Team (PMT) is a cross-functional team comprised of Executive Cabinet members that meets on a *weekly* basis to address the needs of every school to ensure the proper supports are in place and/or transparent and collaborative decisions are being made. A key component of the PMT is to monitor the implementation of the Distinguished Educator's (DE) Report and adherence to timelines. This includes 1:1 and group sessions based on the agenda and topic.

Digital Monitoring Portal-JIRA: The District's IM&T developed an internal on-line system to maintain all meeting notes, documents, related artifacts, and progress for every recommendation and action item in the DE Report. The system, JIRA, is available to the DE for documentation and "live" progress monitoring and review of progress. The system is used by the Board of Education and the Administrative Team.

Superintendent: At the weekly Superintendent's Executive Team meetings the Deputy Superintendents and direct reports to the Superintendent are required to provide DE Report progress and updates to Superintendent and Executive Team.

STAKEHOLDER COMMUNICATION

Currently, the DE Report and the District's progress towards implementation has been provided to the public/community on a quarterly basis. In the future, RCSD will include bi-annual updates to the Board of Education at their Business meetings. These reports will be posted on the District website and regular reports will be made to various community stakeholder groups.

Response to Distinguished Educator Report Stakeholder Feedback Plan		
Date	Activity	Audience
April 2 & April 17, 2019	Formal Budget Hearings inclusive of the Distinguished Educator Report as a priority	Community
May 2019	Social Media Outreach	Community
May 6, 2019	Special Education Parent Advisory Committee Meeting	Parents
May 13, 2019	Parent Advisory Committee Meeting	Parents
May 14, 2019	Bilingual Education Council (Parent) Meeting	Parents
May 16, 2019	Principal's Meeting	Principals
May 21, 2019	Parent and Community Forum (School Based Planning Team parents, PTO/PTA Leaders)	Parent and Community
May 22, 2019	ROC the Future Executive Committee	Community

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Introduction:

In August 2018, Commissioner Elia appointed Dr. Aquino as a Distinguished Educator to provide support in improving the District's systems, structures, operations, and addressing significant gaps in student services and academic performance. On November 14, 2018, Dr. Aquino submitted his report to Commissioner Elia and she required a District response to each of his findings due on February 8, 2019.

Dr. Aquino's report is divided into several sections that outline his findings and recommendations. The identified sections are:

- Governance and Leadership
- Teaching and Learning
- Special Education
- English Language Learners
- Organizational Structure
- Accountability
- Human Capital
- Finances
- Parent and Community Engagement
- School Climate
- Operations

The response to the plan was co-constructed with the Board of Education, Superintendent, Executive Cabinet and other integral members from central office and school leadership. The process included a line by line review of the report, consultation with Dr. Aquino, multiple open session Board of Education meetings, feedback from community and city stakeholders through Commissioner Elia's and Mayor Warren's community forums, professional learning with principals, all central office teaching and learning staff and central office administrative teams, multiple drafts, and other opportunities for feedback and collaboration with key stakeholders. The Board subsequently held several open meetings to discuss its contents, provide feedback and review drafts needed to thoughtfully respond to each recommendation. Each recommendation has corresponding actions steps and completion dates to describe the actions that need to occur, the person responsible, the collaborators and resources needed to complete each item, and the start and end date for the entire recommendation.

The response to this multi-year plan will be on-going and will likely require adjustments and improvements. The implementation of this plan will require commitment, engagement and diligence from all members of the organization including parents and community members.

Action Plan: Governance and Leadership

This section of the Action Plan addresses the oversight structures that define the management of Rochester City School District (Board and Superintendent) and establishes a framework for improvement. The plan establishes how the Board can more clearly define its role as a governing body through an articulation of goals, decision-making processes, and professional development. The plan also specifies the strategies that the Board will use to foster more effective collaboration between the Board and Superintendent. These strategies will help establish a shared vision regarding the improvement of student achievement, and metrics to measure and evaluate progress, fostered through the development of an updated Strategic Management Plan. Given the onboarding of a new Superintendent and potential induction of newly elected commissioners—the plan addresses not only the need to orient new members, but the development and improvement of policies and interaction mechanisms for all stakeholders. The Board is convinced that an improved governance structure and streamlined goals will improve effectiveness and collaboration within RCSD leadership and, most importantly, increase student achievement.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Ensure that the Board has a clear understanding of its role as a governing body. a. Engage in ongoing professional development on the following topics: • Governance practices • Fiduciary responsibilities • Policymaking • Best practices for improving student achievement • Best practices for engaging parents and the community. b. Develop written guidelines that define the Board's common understanding of governance as opposed to management. The Board President should remind all Commissioners whenever they do not adhere to these guidelines, while explaining distinctions between governance and management whenever these issues arise in Board discussions. c. Implement a process to evaluate Board decisions and actions to ensure they are in accordance with the written guidelines defining roles and responsibilities and are supportive and respectful of the role of the Superintendent. d. Implement a quarterly Board self-assessment to identify how the Board is functioning. This self-assessment should always ask whether the Board is focusing on what matters most: the students.	• Develop and maintain an annual professional development plan to address and support development goals and annual priority objectives: ○ The board's full-year PD plan will begin with a Board/Superintendent summer retreat. Workshop sessions will be recorded for future training and public viewing purposes. Retreats will be used for topics that relate to team-building efforts, including possible analysis of videotaped board meetings. Each summer, the BOE will do a book study with an agreed-upon book focused on board governance and leadership in order to better fulfill its roles. The proposed book for summer 2019 is Odom's (2014) "10 Questions Every School Board Member Should Ask". The BOE will meet 2-3 times to discuss its chapters, aiming to interpret its content in the context of real scenarios that have been experienced in the District during past years. • Record and archive sessions which may include the following topics: ○ Fiduciary Responsibilities ○ Strategies for Parental and Community Engagement ○ The Board and the Superintendent - Governance v Management ○ Best Practices for Improving Student Achievement ○ Governance Practices ○ Policymaking ○ The Board and the Superintendent – keys to success for the District Leadership Team ○ 21st Century Boardcraft ○ Ethics in Leadership – What it looks like and why it matters ○ Better Board Meetings ○ The Laws (about which) Board Members and Administrators Should Know ○ Open Meeting Law Issues ○ Board Self-Evaluation ○ Collective Bargaining – what every board member should know ○ Sunshine Laws and confidentiality ○ Students and the Law (See Attached) https://drive.google.com/file/d/1mdDAR0ZJsuHhOpkuQULDkpvb8LZ6YhBb/view?usp=sharing (Mar. 2020) Each training will have documented learning goals. At the end of each session the board will identify how training will be demonstrated and applied at future meetings. A feedback survey will be utilized to identify learned behavior and opportunities for future improvement. The Board will record and have each workshop available for public viewing so our accountability is visible. Board learning and growth will be fostered through follow-up discussions and a self-evaluation tool used at every PD session. We will assign one topic expert among the Board at	Full Board (President) Superintendent	Collaborators: Distinguished Educator District Clerk Superintendent General Counsel NYSSBA Local school board associations NYS Education Law School Law 37th Edition Sec. 5:16-5:17 (p. 53-54)	Jun. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
e. Give the District leadership the autonomy to meet goals for improving student achievement and to effectively manage day-to-day operations.	each session who will look for and collect specific District examples of concepts taught in the workshop. The board topic experts will lead follow-up discussions about the contextualized concepts for reiterative and deepened Board understanding at each subsequent session. • Plan and adequately resource at a minimum six sessions-administered as retreats or work study sessions. (See Attached) https://drive.google.com/file/d/1JttxQI-C-RIuPdNlFWcf1JWJb4Y0h_p3/view?usp=sharing (Dec. 2019) The Board has developed a PD plan, which will be revisited and revised every year at the annual summer retreat. The Board is committed to a continuous, whole Board PD plan that will include training from recommended MCSBA, NYSSBA facilitators, and our legal counsel. The training sessions will be designed to provide opportunities for contextualized understanding of concepts through discussion of both current and historical District issues. An electronic library of training materials will be maintained for reference and annual retraining of key PD sessions, as needed. A year-long format with full Board participation in discussions and regular self-evaluations will help build team trust and kindle our unity of purpose. As per expectations, our Handbook will include a Pledge that includes PD expectations which all board members will be encouraged to sign. We will schedule a combination of facilitators from Monroe County School Board Association (MCSBA), New York State School Board Association (NYSSBA), and our legal counsel (Karl Kristoff) throughout the year. See the 2019-2020 schedule below: Sunshine laws, executive session, and confidentiality-1 (General Counsel) June date TBD Board & Superintendent retreat – keys to success (MCSBA) July date TBD Fiduciary responsibilities & responsible budgeting (NYSSBA) Oct date TBD 21st Century Boardcraft (General Counsel) Nov date TBD Board & Superintendent retreat – goals & strategic plan (Presenter to be identified) Dec date TBD Sunshine laws, executive session, and confidentiality-2 (General Counsel) Jan date TBD Board self-eval and book review of “10 Questions” (MCSBA) Feb date TBD Students and the law (General Counsel) Mar date TBD And additional topics as they arise Our PD workshop sessions will be public and videotaped for review. We will also include time for visitors in attendance to ask questions. • Develop written guidelines that define the Board’s common understanding of governance as opposed to management. The guidelines will assist the Board in following the law, practices that serve the best interests of the District and its stakeholders, and address the need for the Board to be: ○ Aware of the Board's legal and fiduciary responsibilities			

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	○ Informed of the District's strategic direction and programs and activities ○ Informed of financial condition, reporting processes, and internal controls ○ Attentive to the legislative needs of the body (i.e. policy adoption and the authorization of regulations) ○ Committed to holding the Superintendent accountable, including defining accountability and progressive discipline steps for improving student achievement, financial management, and effectively managing the day-to-day operations of the school system ○ Aware of how Board requests impact the relationship between the Board and Superintendent (Apr. 2020) ● Adopt and administer a quarterly Board effectiveness survey to gauge the effectiveness of board decisions and actions, and to evaluate whether BOE members, individually and collectively are in compliance with BOE guidelines (Dec. 2019) ● Take appropriate action if the guidelines of the Board are violated ● Adapt the current Board meeting effectiveness survey to reflect the agreed upon guidelines. Survey in process (Dec. 2019) ● Create a self-assessment tool (To be administered on a quarterly basis) which addresses the following topics and standards: Vision, Leadership & Accountability – The Board commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district ○ Board Governance & Policy – The Board works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of Board operating procedures, and leads/governs the district through policy ○ Communication & Community Relations – The Board effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community ○ Fiscal Resources, Staff Recruitment & Environment – The Board oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety ○ Ethical Leadership – The Board promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner • Convene mandatory, semi-annual, facilitated retreats to gain education about self-assessment, goal-setting, school improvement and student achievement. (Feb. 2020) • Amend the Board's Bylaws (Policy No. 2300), in accordance with established guidelines of governance, to clearly define the role and responsibilities of the Board as a governing body, and articulate the role, purpose and actionable items for each standing committee of the Board. Amended Bylaws are in process • Research, choose, and then implement an internal electronic system that provides categories of work, action steps/progress, responsible person, and due date alerts for Board • Craft District goals and parameters for implementation that are specific enough to comply with agreed upon guidelines			

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	(Dec. 2019) The Board will work with our current strategic plans (upon completion) and update our mission, vision and goals in a new strategic plan developed with our new Superintendent during the first half of academic year 2019-2020. Our strategic plan will be reviewed at every midyear orientation for the newest Board members. Board decisions (resolutions) will identify alignment with our strategic plan. The board will hold quarterly meetings to review metrics that track progress on our strategic plan. By November 2019, the BOE's development of a comprehensive Board Handbook will be completed and issued to each Commissioner. The Handbook will be updated each December and will contain a checklist of training areas that every new board member must complete within a two-month, six-month, and full-year time period. Board Officers will assign a mentor to each new board member for their first year of office. That mentor will be responsible for setting up regular meeting dates to discuss new board member questions and for making sure the checklist of training areas have been completed within the timeline outlined in the Handbook. **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please revise the action plan as follows: 1. Identify the plan for Commissioners who do not participate in scheduled PD. 2. Identify how the Board involve stakeholders in developing goals and expectations. 3. Identify how the Board will communicate its understanding of its role as a governing body to the public.			
2. Ensure that the Board prioritizes its focus on improving student achievement by: a. Giving responsibility to the Board President to focus all discussions and decisions on the achievement of a vision and strategy for improving student outcomes. b. Having the Board and Superintendent develop a set of leading and lagging indicators to monitor student performance that align with the Every Student Succeeds Act (ESSA) requirements. Progress in these should be monitored on regularly. c. Having the Board make financial decisions that align with an adopted strategic plan supporting improvement of student outcomes.	● Develop a clearly articulated shared vision between the Board and Superintendent, which is regularly reviewed and underscores the focus of improving student achievement. (Aug. 2019) ● Assess progress against strategic goals for the purpose of developing leading and lagging indicators. (Annually) ● Ensure that the Board has a clear understanding of the District's strategic priorities and progress against them. (Mar. 2020) ● Develop a system to review the budget proposal to ensure it supports the strategic plan. * (Mar. 2020) ● Develop and implement a system of reviewing resolutions that requires financial and programmatic (strategic) justification for District expenditures. (Mar. 2020) ● Ensure that the ROC3D Data Dashboard contains leading and lagging indicators aligned with ESSA requirements, to be monitored monthly at Board Business Meetings and direct the Superintendent to take appropriate action. The Board and Interim Superintendent will hold a retreat before the end of the school year to develop these indicators. (See Attached) https://drive.google.com/file/d/1ZXkOZIYSP2JzN6IKgTZ5KSC6wJlRNVUa/view?usp=sharing (Aug. 2019) Interim Superintendent, Daniel Lowengard and his team are working diligently to draft a Strategic Management Plan which incorporates the DE recommendations as well as other critical actions steps necessary to improve the RCSD's performance in leading and lagging indicators. Naturally, before this plan can be approved by the BOE, we must seek the input of the new Superintendent of Schools (Terry Dade) as well as seek the input of the broader	Full Board (President)	Collaborators: Distinguished Educator District Clerk Superintendent General Counsel NYSSBA Local school board associations *It is understood the Strategic Plan is a work in progress and needs further work to become a viable document.	Jun. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	Rochester community through input sessions. While Mr. Dade will be working as a transitional consultant beginning May 28th, he will not officially begin his tenure until July 1, 2019. Therefore, the work on the Strategic Management Plan cannot be expected to be completed before December 31, 2019 (See Section 9) ● On May 14, 2019, the Board of Education announced that Terry Dade will be Rochester City School District's next Superintendent of Schools. In order to: (i) Facilitate an effective transition from the leadership of Daniel Lowengard and (ii) ensure the effective implementation of (and improvements to) the District's student achievement plans, the Board of Education and Terry Dade are currently in the process of planning an overnight Leadership and Student Achievement retreat. This retreat will take place within the first 45 days of Mr. Dade's tenure as Superintendent. The focus of this overnight retreat will be: (i) Review of the roles and responsibilities of the Superintendent and the Board (ii) Review of the draft of the Strategic Management Plan; (iii) Establish critical leading and lagging indicators for the RCSD; (iv) The establishment of annual performance expectations for the Superintendent of Schools. ● Instead of a 5-week assessment, we have aligned our evaluations to coincide with leading and lagging indicators. After the leading and lagging indicators are established, a calendar for presentations will be established that is aligned to data collection periods. For example, if NWEA continues to be administered, then presentations will be made to Board 3 times following the compilation of the results of NWEA admissions. In addition, as indicated above, the BOE will require the Superintendent to provide bimonthly reports regarding leading and lagging indicators. The BOE Bylaws [Policy 2300] (which dictates BOE agenda) will be amended to ensure that the administration's periodic reports on progress on leading and lagging indicators becomes embedded in RCSD practice. Additionally, it has been BOE practice (for at least the last 4 years) to organize its BOE Leadership Meetings around key performance areas – e.g. graduation rates, attendance rates, out of school suspensions, ELA and Math Scores, and Growth Rates. We expect to continue this practice. ● In order to ensure that the Superintendent's top priority remains on student achievement, the Superintendent's annual performance review will evaluate the Superintendent's performance based, in part, on defined improvement targets that align to the District's leading and lagging indicators. ● By March 2020, the District will have a new Strategic Management Plan that will drive the 2020-21 budget. ● To ensure that financial and operational decisions are focused on student improvement, every resolution will state which indicators will be impacted and how the expenditure will advance the revised Strategic Management Plan referenced above. The RCSD budget will include: (i) a section showing which indicators/KPIs the expenditures will impact and (ii) how, each proposed expenditure will advance the newly revised Strategic Action Plan. RCSD Superintendent Regulations will be revised accordingly to ensure that this practice becomes embedded in the District.			
3. Implement a system by which the Board holds the Superintendent accountable. a. Develop a clear written evaluation process for the Superintendent. The Board must set specific and measurable goals at the beginning of the year. These must be regularly monitored, with adherence to evaluation timelines.	The regular evaluation cycle of the Superintendent will begin with goal-setting, include a formal mid-year review and a final evaluation, in addition to two informal evaluations throughout the year. In the context of this cycle, the Board will utilize leading and lagging indicators and the subsequent reporting of results thereof to evaluate the Superintendent's performance (see also Governance, section 6). Review, assess and modify the effectiveness of the present Superintendent Evaluation tool.	Full Board (President) Superintendent	SuperEval	Sept. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
b. Implement a process by which the Board President and the Superintendent have regular, formal, scheduled meetings to discuss District business and provide feedback and guidance regarding Board expectations.				
4. Streamline the number of Board meetings. a. Research how other boards operate to learn best practices. b. Partner with the New York State School Boards Association (NYSSBA) or similar entity to conduct a review of the Board's current organizational structure with the goal of improving decision-making while reducing the number of and time spent by staff and Board Commissioners participating in and preparing for such meetings.	On Dec.20, 2018, the Board voted to temporarily suspend committee meetings and amend its meeting calendar to allow for two Business Meetings per month. (Holding two Business Meetings per month would allow more opportunities for the Superintendent and Administrative Leadership team to disseminate information of interest to the full Board and community, present timely resolutions for consideration, alleviate the need for Special Meetings, and shorten the overall length of Business Meetings) (See Attached) https://drive.google.com/file/d/1zqikVgCY7kAOgkJ49RD4vy3O_1anYm3J/view?usp=sharing (Sept. 2019, On-going) • Review and select a course of action from NYSSBA and MCSBA proposals for custom training for our organizational structures. (See Attached) https://drive.google.com/file/d/1mdDAR0ZJsuHhOpkuQULDkpvb8LZ6YhBb/view?usp=sharing (Sept. 2019) • Research best practices on Board scheduling, calendar development and topic discussion, to improve decision-making and meeting efficiency. Research shall include visits to several other Big 5 board meetings. (Jun. 2019) • Research and evaluate alternative committee structures that support the District's strategic priorities, and implement an improved alternative. (Jun. 2019) • Research, develop and add New Board Commissioner Orientation Sessions to the Board Meeting schedule. (November 2019)	District Clerk	Full Board	Sept. 2019
5. Implement a system of induction for new Commissioners. a. Develop a mentoring program for new Commissioners with the assistance of NYSSBA or a similar entity. b. Task the Board President with monitoring this program and ensuring that all new Commissioners participate and meet all state requirements. c. Have district leadership conduct orientation meetings for new Commissioners to brief them on the work of the District.	• Develop induction materials including a clear position description that defines the responsibilities of the Board, i.e. governance versus the management of day to day Operations, fiscal responsibility and hiring/oversight of Superintendent (Nov. 2019) (Feb.2020) • Review and publish onboarding packet that shall consist of a checklist of topics, documents, activities, and meetings, the Board Handbook, and the MCSBA Booklet, and the School Law Book (Feb.2020) • Continually update and disseminate the Board's Handbook which provides Board members, students, staff, and community members with information regarding the manner by which the Board typically operates and carries out the authority delegated to it by law (See Attached) https://www.rcsdk12.org/Page/51940 (Ongoing) • Within 30 days before or after onboarding, schedule orientation session for newly elected board members (within two weeks of swearing in) which shall include: ○ An Opportunity to meet with individual cabinet members, in 30-minute sessions ○ Learn about the goals and priorities of the District's functional departments (Feb.2020)	Full Board District Clerk General Counsel Board President Board Vice President Board Commissioner	Collaborators: General Counsel NYSSBA and local school board associations School Law 37th Edition Communications Department	Feb. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• By February 2020, introduce newly elected BOE members to NYSSBA and MCSBA in order that they become familiarized with the advocacy efforts of the organizations (Feb.2020) • Assign a mentor to each new Board member before his/her official swearing in date; they should meet on a regular basis throughout the year to review processes, give history, and answer questions. The Board will also consider adopting the NYSSBA mentoring program (currently in development) as a possible supplemental curriculum of study topics for new members. • The assigned mentor for each new Board member will monitor and ensure compliance with mandated six hours governance and six hours in fiscal training for new Board members (Feb.2020) • Monitor and ensure compliance with mandated six hours governance and six hours in fiscal training for new Board members (Feb.2020) • By February of each year conduct an annual briefing on the FMP, the strategic plan, the District goals for the year, major initiatives or issues, litigation, new mandates, etc. • Board Policy 2510		NSSBA Mentoring Program (Presently in development)	
6. Ensure the Board President plays an active role in managing the Board as a whole by: a. Leading the Board in developing a procedure for conducting a Board continuous improvement process. b. Taking an active leadership role in guiding the Board as it chooses indicators as well as implements a Board self-assessment process. c. Scheduling regular, formal, standing meetings with the Superintendent to discuss District business, including feedback and guidance regarding Board expectations. d. Having regular one-on-one meetings with fellow Commissioners. e. Ensuring that the Board receives proper professional development.	• Review and amend, as necessary, the Board's bylaws as they relate to the roles and responsibilities of the Board President ○ See 1 a-e ○ See a c, d ○ See 3 b ○ See 3 b ○ See 3 b ○ See 1 a, d (Dec. 2019) • Create a communication tool that tracks what the President is doing for internal management upgrades/updates and who the President is meeting with on behalf of the BOE, date, time, and topic of discussion, and any action items from the meeting (Jul. 2019) • Schedule one-on-one meetings between Board Members and the Board of Education President to build relationships and facilitate team-building. (See Attached) https://drive.google.com/file/d/1ZmNrSQS32Ji5-N62qhiPlQ4lMS51pd7I/view?usp=sharing • Convene bi-weekly meetings between the President, Vice-President, and Superintendent (Have been scheduled)	Full Board (President) Executive Assistant to the Board of Education	Full Board General Counsel Superintendent	Dec. 2019
7. Have the Board reassess its policy pertaining to Advisory Committees and Task Forces and be encouraged whenever possible to have such committees and task forces report to	On Jan.24, 2019, a resolution was presented to the full BOE regarding the amendment to the Board's Advisory Body, Policy No. 2260. That proposed amendment will ensure that any such body empaneled by the Board (in consultation with the Superintendent) is obligated to provide recommendations submitted within a specified time frame and that all recommendations are fully vetted (before submission to the full BOE) by the Superintendent's leadership team. (See Attached) https://drive.google.com/file/d/15VLt5mUQzgohrwt-bEeNHjWsFMZ0xeYI/view?usp=sharing	Full Board (President)	Collaborators: Full Board General Counsel	Jun. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
and be overseen by the Superintendent.	(Jun. 2019)			
8. Develop a comprehensive process by which the Board identifies the most qualified candidate when there is a transition in superintendents.14 a. Seek input from parents, staff, community groups, elected officials, and other community stakeholders about the qualities they would like to see in a new superintendent. b. Develop candidate competencies and characteristics based on the specific needs of the District, with student achievement data as the main driver. c. Be as transparent as possible when implementing this process.	The Board has administered a Request for Proposal process and selected a nationally recognized search firm, BWP, to facilitate the selection of RCSD's next superintendent of schools. • Conduct the superintendent search process consistent with the detailed process described in Resolution No. 2018-19: 480 (See Attached) (Jun. 2019)	Full Board (President)	Collaborators: BWP Full Board General Counsel Procurement Supply Office of Communications	Jun. 2019
9. Develop a multi-year strategic plan to serve as a road map guiding work throughout the system. Components of the plan should include: Teaching and Learning, Interventions, Support for Special Populations, Human Capital, Parent and Community Engagement, Socio- Emotional Support, Building System Capacity, Intelligent Accountability, Operations, Funding, and Sustainability. a. Develop a detailed five-year strategic plan to drive the work of the District. Below is a process to consider while developing the strategic plan: • Have a small group of staff use data to develop a draft plan. • Assemble a representative group of all stakeholders (Board, school and District administrators, teachers, paraprofessionals, parents, community groups, business community, faith groups, elected officials, etc.) to provide feedback on the plan.	In 2015, Superintendent Bolgen Vargas submitted a strategic plan which was in place through Jul. 2018. In Jul. 2018, Superintendent Barbara Deane Williams proposed a strategic plan to replace the 2015 plan. Board will: • Review and revise (as necessary) the strategic plan presented (See Attachments) https://drive.google.com/file/d/13h04GKU7z68O09M5ai5Y3sfd3c1qhzDx/view?usp=sharing (Mar. 2020) • Revise and update the action plan • Ensure that all Strategic Action plans are revisited every three years and address- the following elements: ○ Teaching and Learning, Interventions, Support for Special Populations, Human Capital, Parent and Community Engagement, Socio- Emotional Support, Building System Capacity, Intelligent Accountability, Operations, Funding, Racial Equity, and Sustainability. Planning will need to begin after the selection and installation of the new Superintendent. • District staff members are currently constructing a preliminary draft of a strategic management plan that will include the major recommendations from the November 2018 Distinguished Educator Report in addition to other critical District initiatives for the next 5 years. This draft will be formulated under five major goals that encompass the components in the recommendation. Each goal contains objectives, activities, timeframes, and outcome measures. 1. Students at every school in the District will receive a high quality education, including a strong standards-based curriculum, research-based interventions, and accommodation for specialized services in a school environment where every student is supported, recognized and nurtured for their strength, culture and differences. 2. School district and school-based educational professionals are committed to ongoing professional learning to develop the capacity to work with stake holders to design and implement a total school environment that results in accelerated, culturally responsive learning and enrichment opportunities for all students in every school.	Board of Education Superintendent	Collaborators:	Jun. 2021

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
• Have the Board approve plan. • Develop a communication plan to ensure the entire city understands and embraces the strategic plan. • Create an independent, citizen-based Community Alliance to serve as an advisory group to the Board and Superintendent. The Alliance will give feedback on implementation of the adopted plan. This Alliance will also advocate for District- level decisions, policies, and approaches to improve student achievement. A primary responsibility of this group will be to ensure that the District stays the course as set forth in the adopted plan through any changes that occur in Board and District leadership. b. Have the Board focus on and support implementation of the plan as the Board also develops a mechanism to hold present and future superintendents responsible for implementation.	3. Parents are recognized and welcomed as "first teachers" of their children and as valuable assets to school climate and the classroom; they will work as partners with district and school personnel to nurture, encourage and challenge students. 4. Every employee within the RCSD will hold themselves personally accountable for ethical and high level performance every day and will seek feedback in order to grow. 5. Operations and finance personnel will fully support district and school priorities through a well-developed and sustainable spending plan that focuses on teaching and learning, social and emotional supports and a strong, supportive infrastructure. (Mar. 2020) • The draft will be presented to the new superintendent, who will review it with the Board of Education. Once reviewed and revised, the draft will be shared with a representative group of stakeholders to provide review and comment toward a final strategic management plan. (Dec. 2019) • Once approved by the Board of Education, the plan will be widely communicated and utilized as the primary District plan, to be reviewed annually, and revised every 5 years. The 2020-2021 budget will be based on plan priorities and individuals within the organization will be assigned to each area. (May 2020) • The community stakeholder group will meet quarterly to hear a progress report and advise the superintendent on relevant issues			
10. Develop and implement a comprehensive communication plan aimed at promoting the achievement of the District's goals. a. Implement a communications strategy that encourages the presentation of facts, no matter how negative, while also sharing successes, and promoting stronger relationships with all stakeholders. b. Include in the plan two strands focused on how to improve internal and external communications. c. Include in the plan evaluation methods and a timeline for implementation.	• Operationalize along-side members of the District leadership team, the Communications Plan which was adopted on Aug. 23, 2018. • Amend the Communications Plan as necessary so as to ensure the achievement of the District's goals and improve internal and external communications. (See Attached) (Ongoing, Jul. 2019) https://drive.google.com/file/d/1ULpupwun_ykhCpz0A1CwIPkHBV-DMImc/view?usp=sharing	Full Board (President) Vice President	Collaborators: Communications Department	Jul. 2020 On-going
11. Develop a system to support schools as they engage in a comprehensive process to write school improvement	The Superintendent will: (Actions outlined in other sections of the report)	Superintendent and Full Board	Collaborators:	Jun. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
plans. These plans should go beyond mere compliance and aim for real improvement in student outcomes. a. Provide professional guidance to school planning committee teams as they implement a continuous improvement process. This process must provide clear direction for all efforts to improve conditions that support student learning. b. Develop a peer feedback process where schools can learn from each other about how to better meet the needs of their students. c. Ensure that school Chiefs play an active role in supporting, reviewing, approving, and monitoring the school plans.	• Host an annual training conference for school-based planning team constituent members and prospective parent members (Jun. 2020) • Ensure that the Executive School Based Planning Team receives more technical support for reviewing the school improvement plans (Aug. 2019) • Continue to require the Administration to provide a detailed presentation of school improvement plans prior to Board consideration and acceptance (May 2019) • Ensure timeline for the development of school improvement plans/SCEPS is in place (Apr. 2019) • Encourage partnerships between schools with exemplary SCEPS to model and those schools that are still developing in their understanding of SCEPS (Jun. 2020) The Board will: • Receive presentations from the School Chiefs on 2-3 schools at our business meetings (Ongoing) • Continue BOE practice of holding Leadership meetings at Receivership schools in order to look at data related to performance (See Attached) https://drive.google.com/file/d/1W4ZCL-G1sgl78GnIaTPvNdr64Zqgn8DH/view?usp=sharing (Jun. 2020)		Executive School Based Planning Team Bilingual Education Council Special Education Parent Advisory Council	
12. Promote a culture of respect, trust, and collaboration that focuses on the students' best interest. a. Engage the Board in training to ensure collaborative relationships among themselves and with the Superintendent.15 b. Have the Superintendent and her leadership team engage in team building training to foster collaborative relationships among themselves. This training should also be offered to all supervisors. c. Ensure that the Board and the Superintendent are transparent in their communications with staff, acknowledging the long-term culture of fear, and outlining steps to end it.	The Board will have a minimum of three team-building and professional development sessions with the cabinet to include the following topics: • Restorative Circles with Partners in Restorative Initiatives (PIRI) as needed - to build trust as well as to have participated authentically in a key strategy being implemented and expanded throughout the district (See attached) https://drive.google.com/file/d/1JttxQI-C-RIuPdNlFWcf1JWJb4Y0h_p3/view?usp=sharing (Jun. 2020) • Build on group norms started in the Enaharo workshops such that there are ongoing conversations regarding things like confidentiality and ensuring that all RCSD work environments are free of retaliatory practice and hostility. (See Attached) https://drive.google.com/file/d/1h1FKD4eXBia-IIdYiNfCtz5yUYr_zax0/view?usp=sharing (Jun. 2020) • Attend learning styles workshops to assess each BOE member's strengths and interpersonal versatility • Review and assess the effectiveness of current communications protocols between the BOE and the Superintendent of Schools (Dec.2019) • Schedule 1-2 social events per year for the purpose of building (in non-work settings) professional relationships • The Board has evaluated the current purpose and use of the BOE Whistleblower Hotline (Hotline). Currently, the Hotline receives calls for Whistleblower concerns of fraud, waste and abuse. While utilizing the existing phone number, the Board is enhancing the purpose of the Hotline to advertise and establish a repository for staff to	Full Board		Jun. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
d. Consider adopting a set of norms for collaboration between the Board and the District in order to develop and sustain productive group interactions. e. Create a mechanism by which staff can provide the District leadership with open and honest critical feedback without fear of retaliation.	provide open, honest and critical feedback without retaliation. Communication regarding the availability of the Hotline will be included on the District calendar and website for the 2019-2020 school year. The Board will provide independence for the calls received on the Hotline by having the calls received directly by Board staff. In addition, callers are able to anonymously provide the feedback should they desire. On a monthly basis, reporting will be established to document and communicate all critical feedback received for District Leadership. The identity of recipients will not be included on the report. The reporting will provide visibility to the Board, Superintendent and Administration for appropriate action to improve the organizational culture. The ultimate effectiveness of the Hotline will be evidenced by a periodic employee survey regarding the District culture. This action item will be implemented by July 1, 2019. ● Review and assess the current whistleblowing hotline for its effectiveness in allowing employees to provide open and honest feedback without fear of retaliation (Jul. 2019) ● Review and assess the feedback and collection strategies around School Climate survey, and respond accordingly (Dec.2019)			
13. Build the superintendent's relational capital with school administrators and teachers, and increasing the superintendent's presence in the schools by having the superintendent: a. Establish a schedule ensuring that all schools are visited at least once a year. One primary focus of these visits should be to ensure that each school's work and vision aligns with District goals. The other primary focus should be to give school leaders effective support from the central office as they strive to improve student learning. b. Shadow the School Chiefs and provide immediate feedback. c. Establish a mechanism for receiving input directly from teachers. This might include hosting Teacher Town Halls or meeting with the faculty of each school. These meetings should focus on what is working well and what is not.	Amend the Superintendent's contractual duties, articulating the alignment of annual goals, performance discussions, and school visits. (Jul. 2019) To build an understanding of every school and their needs, the Superintendent will: ● Engage in regularly scheduled school visits which focus on school and District goal alignment, supports needed for each school, and Chief feedback and interactions (Mar. 2019, Ongoing) ● Create opportunities for open communication and feedback from teachers and all staff (Mar. 2019, Ongoing) ● The Superintendent (through the school supervision team) will submit to the Board a monthly log of schools visited, the dates of the visit, the purpose of the visit, an assessment of whether the school's instructional practices are aligned with the District policy, and any feedback to the school and/or next steps identified. (See attached Presence in Schools Contract)	Full Board Superintendent	Collaborators: School Leaders	Jul. 2019
14. Provide professional development and support to the Superintendent and cabinet in the following areas:	The Superintendent in coordination with the Executive Cabinet will engage in the following activities to improve their practice and expertise. They will:	Superintendent	Collaborators: Distinguished Educator	Jun. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
a. Establishing clear goals and keeping those goals in the forefront of all communications with stakeholders. b. Creating an environment of openness, honesty, and trust. c. Utilizing a performance management system to develop, support, coach, and hold direct reports accountable. d. Leading for results. e. Supervising curriculum and instruction and special populations. f. Implementing project management skills. g. Building and maintaining professional working relationships with staff.	• Gather and assess needs to establish a professional development plan for the Superintendent and cabinet members in accordance with the Distinguished Educator's initial report and quarterly updates. The team will also: ○ Engage community experts that can provide identified needs ○ Engage support from experts in NYSED ○ Engage experts from local, state and national professional organizations (Jul. 2019) • Ensure that the following topics for professional learning are included as topics. Topics are also addressed in other areas of the report, for example, Organizational Structures and Human Capital: ○ High quality goal development ○ Work climate that fosters trust and honesty ○ Performance Management ○ Leading for results ○ Curriculum and instruction for all learners ○ Project management ○ Building and maintain professional relationships with staff (Jun. 2020) • Establish clear department and individual goals aligned to the District's Key Performance Indicators • Hold quarterly retreats focused on the District needs, their needs and their progress towards goals • Engage with the Board to establish clear goals that monitor the Superintendent's and Cabinet's completion of their professional development and gather their feedback (Jun. 2020)			

Action Plan: Teaching and Learning

This section of the Action Plan addresses the development and implementation of RCSD's academic structures. The strategic selection of identified structures will help create a comprehensive, coherent framework offering guidance and expectations to ensure that all teaching staff and administrators have what they need to create learning environments that are culturally responsive, rigorous and that meet or exceed all NYS requirements.

We believe in the importance of having essential structures that guide the work for the teaching and learning department and for all academic work at the building level. To that end, virtually all stakeholders collaborated to develop a Theory of Action which delineates what we need to effectively engage and educate students. Building common language, understandings and structures as well as curricula serve to unite the District both horizontally and vertically. We must provide common curricula and the same reading materials and resources (elementary) across the district to offset the issue of student mobility of approximately 25%. Additionally, we've produced an instructional framework to provide concrete steps to build quality lesson plans across the District.

The District will present these district-wide changes, expectations and frameworks through well-designed, interactive, professional development trainings. Our intent is to build the capacity and competencies of both teaching staff and administrators through comprehensive, coherent, strategic frameworks in order to accelerate students' academic performance.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Create and implement a vision of best first instruction, including differentiation, to support and enhance the learning of all students. a. Develop an instructional framework that describes the District's vision for quality instruction. This framework should include: i. Setting high expectations for all students ii. Non-negotiables for teaching and learning in each subject area iii. Instructional strategies to support the vision b. Develop tools and processes principals and teachers can use to ensure that instruction for all students is aligned to state standards c. Ensure school master schedules support the instructional framework by providing for common planning time, opportunities for student progress monitoring, and curricular and instructional support d. Ensure instructional staff members provide research-based instruction that engages students cognitively and	RCSD has revised the RCSD's Instructional Framework (IF) for Teaching and Learning. A communication and implementation plan has been created which explains the role of the IF which is to guide lesson planning, beginning with the needs of students, alignment to NYS standards the inclusion of essential questions and explicitly stating learning targets to students and posting theme highlights. The professional learning for the IF will include: • July Leadership summit • Summer 2019 Teacher professional learning • Fall 2019 parents in-service and strategic partners • The IF includes input from school principals, teachers, and members of the Parent Advisory Council (PAC) RCSD will: • Review, inventory, and analyze the District adopted Danielson Framework for Teaching for evidence of: ○ High expectations and rigorous instruction for all students ○ Non-negotiables for teaching and learning in each subject area ○ Instructional strategies aligned to state standards ○ Culturally-responsive teaching (Jul. 2019) • Modify and strengthen the Instructional Framework for Teaching, based on our analysis, to more specifically define and illustrate the known elements to accelerate student learning (Jul. 2019) • Develop an implementation plan for the updated Framework for Teaching to ensure instruction for all students is aligned to state standards including: ○ Articulated curriculum ○ Learning outcomes by grade level, discipline and more ○ Assessments/rubrics ○ Teaching resources ○ Culturally-responsive strategies (Aug. 2019)	Deputy Superintendent, Teaching and Learning	Collaborators: Office of School Innovation Chiefs of Schools Distinguished Educator The Danielson Framework for Teaching	Aug. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
ensures that students master state standards e. Develop, consistently implement, and monitor an instructional process that clearly supports student learning and requires teachers to use engaging, high-yield instructional strategies f. Provide school leaders with professional development and tools to support the capacity of school leaders to supervise instructional programs	• Solicit input from key stakeholders including CIT Mentor teachers, Reading teachers, Curriculum Council members, District-level staff, building administrators (Aug. 2019) • Broadly communicate the Framework to principals and teachers through discussions and professional learning to develop a shared understanding of content and expectations. (Nov. 2019) • Determine non-negotiables for building master schedules by working with District registrars to include: ○ Common planning time for elementary, middle, and high school grades ○ Progress monitoring by grade level or course specific teams ○ Academic intervention time ○ Differentiation ○ Flexible library time (Feb.2020) School Chiefs will require that principals provide a monthly calendar of when departments/teams are meeting and the topics that align with SCEP/SIG. In order to ensure quality use of common planning time, the Office of School Chiefs will do the following quarterly: • Review schedule, agenda & minutes • Attend common planning time at each school as part of school visits • Provide feedback • Utilize qualitative information in order to provide tiered level of support for school teams (page 31) • Develop more robust professional learning experience to guarantee that all teachers understand the research-based instructional strategies contained in the Framework and how they are used to implement the Next Generation Standards (Jun. 2020) • Analyze school improvement plans for evidence of commitment to the research-based instructional strategies contained in the Framework (Jun. 2020) • Build explicit alignment of the Framework for Teaching into the teacher and school administrator evaluation criteria (For example, alignment to Domain 3, 3.b) (Aug. 2020)			
2. Adopt a common curriculum in all subject areas, prioritizing literacy and mathematics, by implementing a rigorous curriculum selection process that includes: a. Participation of stakeholders with expertise in the subject areas and knowledge of state standards. b. Research-based criteria for selection of materials that embed proper Tier 1	• Analyze the recently conducted inventory of curricula utilized in all schools, the results of the K-2 Culturally Responsive supplemental curriculum audit, and the curricula developed for the East EPO to determine possible curricula to adopt across the district (Sept.2019) • Utilize criteria including adherence to NYS standards; clear articulation of what students should know, understand, and be able to do at each grade level and discipline; common formative and summative assessments; common instructional resources; and culturally- responsive materials and strategies (Sept.2019) • Engage Curriculum Council (comprised of building administrators, teachers, parents, students, and content area directors) to review findings and make recommendations on:	Deputy Superintendent for Teaching and Learning	Collaborators: Dr. Noma LeMoine K-2 Culturally Responsive Supplemental Curriculum	Aug. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
interventions and formative assessments and require students to routinely address and engage with complex integrated problems. c. A detailed implementation plan that includes an assurance that all teachers receive quality professional development and all necessary instructional materials. d. A K-12 scope and sequence aligned to the standards and the selected curriculum program that defines system goals and specific strategies to insure a collective definition of academic rigor in classrooms system-wide. e. A rigorous waiver process that includes a horizontal alignment to the District's chosen curriculum.	○ existing curricula to implement in all schools ○ steps to review, analyze and design/adopt K-12 curricula across all disciplines (This may require ad-hoc sub-groups by discipline) (Nov. 2019) • Design a process for adopting/adapting guaranteed and viable curricula by discipline and grade level to include established criteria for what constitutes a curriculum and a common format (Nov. 2019) • Revise curricula for core subject areas and grade levels (including previously determined criteria *stated in Recommendation #1*) and a K-12 scope and sequence aligned to NYS standards (Feb.2020) • Design a materials selection process in alignment with adopted Tier 1 curricula; select materials that are rigorous, culturally relevant, developmentally appropriate, and that include formative assessments and research-based instructional strategies with differentiation to accommodate ELL and Special Education students (May 2019) • Design and implement a process, including timeline and resources, to introduce selected textbooks and ancillary resources to teachers, principals, and School Chiefs and provide necessary materials for planning in advance of implementation (Aug. 2020) • Develop a prioritized textbook adoption calendar: ○ 2019-20: ELA (K-5) ○ 2020-21: ENL supplemental series –American Reading Company (grades 7-12) ○ 2020-21: Mathematics (6-8) ○ 2021-22: Mathematics (9-12) ○ 2021-22: Mathematics (K-5) ○ 2020-21: Social Studies (grades 3-6) ○ 2021-22: Social Studies (grades 7-12) ○ 2022-23: Science (grades K-8) ○ 2023-24: Science (grades 9-12) • Design a waiver process to allow individual schools/programs to request an alternate curriculum and/or instructional materials that meet specified criteria • The curriculum is developed with teachers as writers, led by subject area directors (Jun. 2019) **NYSED FEEDBACK** No further revisions are required; however, the revised science assessments aligned to the new NYS P-12 Science standards in grades 5 and 8 will begin in June 2022. The district may wish to accelerate their efforts in the area of science to align with the implementation schedule of the new Science standards		EPO Curriculum grades 7-12 School based curricula Pre-K curriculum Implicit bias and culturally responsive professional learning.	

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
3. Review the K-2 curriculum to determine its alignment to state standards, its quality, and the plan for implementation.	RCSD has contracted Monroe BOCES II to conduct an audit of the K-2 Culturally Responsive supplemental curriculum and its explicit alignment to NYS standards, grade level appropriateness, and accuracy of content (contract included). BOCES has early childhood staff and will engage RBERN. No additional community-based partners are needed to engage in the audit. BOCES will make recommendations for changes, if needed. • Engage the Curriculum Council representatives from Pre-K through 2, the Rochester Teacher Center K-5 curriculum writers and district literacy specialists to review the audit results and develop a revision and implementation plan. Additional community members are being added to the Curriculum Council and will have input into next steps for K-2 supplemental curriculum Review K-2 curriculum to determine its alignment to state standards, its quality and implementation (Apr. 2019) • The identified K-2 specialists will make all pertinent, recommended changes • The revisions will be shared with the Curriculum Council, participating schools and community groups at workshops held for teachers, parents and stakeholders • Engage Early Childhood Education Quality Council, a community expert in early childhood education to address BOCES II revisions • The implementation plan will be developed by members of the Curriculum Council and Rochester Teacher Center to be shared and supported by professional development through the 2019-20 school year • Obtain feedback, monitor, review, customize and make revisions/adjustments for school implementation • Crosswalk K-2 “Self, Family and Community” supplemental curriculum with K-5 curriculum • Identify schools planning to implement supplemental curriculum Curriculum plan roll-out • Identify targeted audiences, dates, and venues for professional learning	Deputy Superintendent for Teaching and Learning	Collaborators: BOCES	June 2019
4. Develop a clear theory of action to show how the instructional vision and common curriculum will improve District-wide academic performance for all students.	RCSD Directors of Teaching and Learning, Chiefs of Schools, and the Office of Innovation will work in concert to develop a theory of action based on research from The Wallace Foundation and the University of Washington. (Honig) (Jun. 2019) The theory of action will: • Be developed by the department of T&L and be reviewed by the Office of School Chiefs (OSC) and Office of School Innovation (OSI) • Demonstrate how the instructional vision and common curriculum will improve student achievement • Be shared with school principals, leaders of bargaining units, and teachers • Be a specific agenda item for the Leadership Summit (Aug. 2019)	Deputy Superintendent for Teaching and Learning	General funds and Title I Research-based models and templates for design	Aug. 2019
5. Develop a tiered system of interventions for all schools (universal, strategic, and intensive). Use the same tiered system to differentiate support within Receivership Schools.	RCSD will design an academic tiered intervention system based on other models in the country. School Chiefs, the Office of Innovation, the Office of Accountability and the Office of Teaching and Learning will: • Determine the *distribution of schools*, not students based on established criteria, which would include various data including growth, equity, student achievement, etc. • Determine what support is provided for all schools including interventions for struggling schools • Deploy a communication plan for engaging staff and families in District-wide professional development • Action plan was written to provide a plan for tiered level of support based on each school’s needs. ○ Establish a criteria for tiered level of support for school buildings utilizing ESSA Accountability Measures and qualitative data i.e. leadership walkthroughs	Deputy Superintendents	Aspen Institute	Nov. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• (NYSED) has interpreted this as a need for RtI programs within schools (page 36) (Nov. 2019)			
6. Develop a systematized process for curriculum selection and interventions by developing and implementing a coherent, aligned instructional framework.	Per response to recommendation T&L #2, the Office of Teaching and Learning and the Office of Accountability will work in concert with the Curriculum Council to: • Design a process, for adopting/adapting a guaranteed and viable curriculum by discipline and grade level to include established criteria for what constitutes viable curriculum • As a precursor to curriculum development, learning outcomes have been developed that are aligned to the NYS Next Gen Standards. Vertical articulation from each grade level (Pre-K-2 and grades 3-8) to the next is embedded within the extensive document • The development of the curriculum will be conducted with the assistance of a publisher/consultant, an expert in vertical articulation and alignment, Pre-K and elementary school teachers and subject area directors • The product will be reviewed by school principals and the Curriculum Council for adherence to pre-established components and adherence to Next Gen standards • Design a rubric to guide the instructional materials selection process in alignment with adopted Tier 1 curricula; select materials that are rigorous, culturally relevant, developmentally appropriate, and that include formative assessments, and research based instructional strategies (Sept.2019) **NYSED FEEDBACK** No further revisions are required; however, no responsible person has been identified as the lead. The change places the responsibility on the Office of Teaching and Learning and the Curriculum Council.			Aug. 2020
7. Implement a system to ensure that students have all materials needed to engage in the learning process. This system should include a checklist by grade level of all the materials required according to the prescribed curriculum and certifications by teachers and principals attesting that the school in compliance in providing the required instructional materials. Students should be able to take books home so that learning can continues beyond school hours.	• A systematized review of student work/informative authentic assessments will done centrally on a quarterly basis and more often at the school level • Conduct an inventory of all mandated teaching resources in each school • Conduct periodic survey to review school material needs throughout the school year and meet with teachers in person to assess their satisfaction (May 2019) • Develop a mandated materials list for schools and classrooms (Jun. 2019) • Design a checklist related to school opening that will help ensure each school and classroom has textbooks/adopted teaching resources needed June. 2019) • Monitor school opening checklist on a bi-weekly basis so that by mid-summer RCSD can identify the schools and classrooms in need of additional resources before the opening of school. (page 38) (July2019) (Sept.2019) District will ensure that every school has all necessary materials and books to send home with students and establish a plan to replace lost or missing materials. • Empower principals, School Based Planning Teams (SBPTs), and classroom teachers to regularly provide learning resources for students to take home as requested by parents	Deputy Superintendent of Teaching and Learning	Buffalo Public School Opening Checklist for Principals RCSD School Opening Checklist for Principals	Sept. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	(Ongoing) • Provide clear communication to parents and adjust actions based on parent feedback (Sept.2019) • Convey requests/complaints received at District Office (At Your Service Line) to school principals (Feb.2019, Ongoing)			
8. Clearly define what "culturally responsive teaching" looks like and how it will be monitored.	Using NYSED's definition for Culturally Responsive Sustaining Education as a continuous reference point; it will be included in all professional learnings, the Office of Teaching and Learning and the Rochester Teacher Center will agree upon a more succinct definition of "culturally responsive teaching" that can be easily remembered by staff, students, and parents. This includes indicators which describes what cultural responsive instruction "looks like" in the classroom. (Attached) • Design a communication and implementation plan that explains how and why culturally responsive teaching supports quality instruction ○ Plan will include professional learning to share, build shared understanding, and discuss the definition and classroom/school/district practices associated with "culturally responsive teaching" (Aug. 2019) • School principals and Chiefs will review lesson plans and student work for evidence of alignment to the NYS standards, authentic assessment, differentiated instruction, evidence of rigor (grade level or higher) assessments reflective of "other ways of knowing", and culturally responsive instruction on a weekly basis at the school level with teachers and quarterly with school principals. Chiefs will conduct walkthroughs. • The District's recently revised Instructional Framework provides an outline to facilitate lesson planning. • Teachers are evaluated with the use of the Danielson Framework, which also reinforces cultural responsive teaching as a strategy • Teachers who demonstrate best practices will be asked to serve as model classrooms for others. Those who do will receive additional books and materials, for example • Demonstration classrooms will be identified in each building to ensure teachers can visits during the common planning/grade-level meeting time ○ Teacher leaders will accompany teachers on learning walks for guided observations • Opportunities for pre-recorded videos from demonstration classrooms will be made available for sharing across buildings Charge principals with monitoring student work, lesson plans, the availability of culturally responsive literature for students and the classroom environment through classroom walk-throughs, explicit feedback, and through seeking feedback from students (Dec.2019) • Capture exemplary practices, which include cultural responsiveness as a standard and an item for evaluation as identified in the District adopted Danielson Framework (i.e.: 1b, 2a, etc.), to share across schools (Feb.2020)	Deputy Superintendent of Teaching and Learning	NYSED definition of "equity" Geneva Gay's work Rochester Teacher Center	Feb. 2020 March 2020 Ongoing throughout the year and beyond

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
9. Establish Instructional Leadership Teams (ILTs) at each school. a. Define the roles and responsibilities for the ILTs: improving instruction, supporting and leading teacher team meetings, and leading data-driven instruction cycles. b. Create monitoring systems to track the work of ILTs. c. Design year-long professional learning for ILTs.	Office of Accountability will articulate a clear understanding of the Instructional Leadership Teams' (ILT) purpose, structure, and membership. RCSD will: • Examine exemplars of ILT structures currently utilized in urban districts (Apr. 2019) • Introduce the ILT concept and purpose to principals and SBPTs at schools that do not currently have them ○ Follow-up with greater detail re: use of data protocols and available data to develop teacher leadership to positively affect student learning and achievement (Aug. 2019) • Establish an online management system to allow building ILTs to maintain data sets, protocol, and document dialogue, decisions, and recommendations to share with the entire school faculty and administration, including access for members of SBPTs and School Chiefs (Jun. 2020) • Establish a cycle of professional learning related to the concept, formation, protocols, data sets, operations, and documentation of ILT work which connects ILT work to goals and actions for the school improvement plan (Aug. 2019) • All Schools will maintain effectively operating ILTs. Guidance, direction and support will be provided via a cross-functional, interdepartmental team comprised of T&L, Accountability, Operations, and the Office of School Innovation. the importance of well-functioning ILT's cannot be overstaffed as the data informed decisions are essential to improvements in student and school performance (Page 41-42) **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please replace "overstaffed" with "overstated."	Deputy Superintendent of Administration and Strategic Partnerships	Collaborators: Distinguished Educator Deputy of Teaching and Learning Director of Instructional Management Technology Office of Accountability Materials available from other district (Denver Public Schools)	Jun. 2020
10. Provide professional development on the use of data to inform instructional and leadership practices.	A cross-functional Instructional Learning Team (ILT) will be established. The team will be responsible for providing staff the data necessary to make informed decisions. In addition, the team will be responsible for ensuring that instructional staff is professionally developed in the use of the data. The team will have representatives from the respective subject area or grade level. The team will be trained in Data Wise by Harvard during the summer of 2019 so that they have the skills and knowledge to train the instructional staff across the District. The team will design a professional learning series for instructional staff on how to use data to improve student outcomes. The training will focus on actual quantitative student performance data points, disaggregated by the school/s in attendance. Monthly training will be held centrally or at the school for the instructional leadership teams. Each session will be framed around specific outcomes, so that all participants will be able to frame at least three essential questions around the data being analyzed and make recommendations or wonderings. All members of the instructional leadership team must attend the training sessions. The ILT will be provided data sets, and Central Office staff will assist in the analysis and improvement decisions. In addition to the School Chiefs, there will be a designated data coordinator to provide direct support and guidance to schools, Principals and Assistant Principals (please see section 2 in Accountability).	Deputy Superintendent of Teaching and Learning	Office of Accountability Lean Six Sigma Certified Personnel Director of Instructional Management Technology	Aug. 2020
11. Have teachers score the open-ended items on the State tests. Professional dialogues should be held	• RCSD teachers will score all Grade 5 ELA & Math exams in 2018-2019 as a pilot. We expect to transition to scoring all pertinent tests, in the near future, as follows: ○ RCSD teachers will score all 3-8 NYS exams for ELA and Math in-house in 2019-2020	Deputy Superintendent of Administration for	NYSED Scoring Protocols	Aug. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
about what teachers learned about their students and the quality of the instruction and curriculum as a result of teachers scoring the items.	○ RCSD centrally scores all Regents exams, LOTE A&B exams, NYSESLAT exams, and Grades 4 & 8 NYS Science exams ○ Analysis of data will inform instruction and curricular revisions implied	Strategic Partnerships		

Action Plan: Special Education

The Office of Special Education has developed an Implementation Plan for the Reorganization of the Department of Special Education. The Reorganization of the Department will address areas of non-compliance and mitigate areas of disproportionality that include over classification, restrictive placement and over-suspension of students of color with disabilities. The Department will ensure that Principals and Assistant Principals are equipped to effectively lead the special education process in their schools. This will also guarantee that Individualized Education Programs (IEPs) are appropriately aligned with the delivery of standards based instruction in classrooms. Through a Gradual Release Model, the District will provide building leaders with the tools needed to improve educational outcomes for students with disabilities.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Request that the New York State Education Department provide regular mentoring and coaching to the Executive Director of Special Education.	• Seek support and guidance from NYSED Office of Special Education (Mar. 2019-ongoing)	Executive Director of Special Education	Collaborators: NYSED Special Education Consultant RSE-TASC	Jul. 2019
2. Have the Superintendent play a more active role in monitoring the Department.	• Determine structures for the supervision of, and communication with, the Department of Special Education upon the appointment of superintendent; utilize 1:1 protocol (Aug. 2019) • Establish regularly scheduled meetings with the Interim Superintendent, the Deputy Superintendent of Teaching and Learning, and the Office of Special Education to include: ○ High-level and critical updates ○ Feedback and direction on long-term goals and initiatives ○ Status of Special Education Strategic Action Plan and imminent Consent Decree	Superintendent	Collaborators: Deputy Superintendent of Teaching and Learning Office of Special Education	Aug. 2019
3. Ensure that all staff take collective responsibility for educating special education students. The District should consider including specific accountability measures pertaining to students with disabilities in the goal-setting process for principals.	Principals, School Chiefs, Chief of Equity, and Executive Director of Special Education will take an active role in monitoring special education within their buildings as follows: Monitor for evidence that students have access to grade level content, materials, and resources. The Department of Special Education is implementing a Gradual Release of Responsibility Model. The purpose of the gradual release is to strategically transfer the responsibilities of special education annual review meetings to the building level over a three-year time span. This will ensure that IEPs are appropriately aligned with the delivery of standards based instruction in classrooms. Through embedded professional learning, the Department of Special Education will provide building leaders with the tools needed to improve educational outcomes for students with disabilities. The Department of Special Education has developed and rolled out an Accountability Protocol for Quality IEP Assurance and Least Restrictive Environment (LRE) Consideration in February 2019 to monitor student access to grade level content. The protocol guides CSE teams to develop an appropriate IEP for each student, which is the foundation upon which to build a program that will result in effective instruction and student achievement. In addition, the protocol ensures that CSEs must first consider placement in general education with appropriate support for the student and the student's teacher(s). Beginning in February 2019, the LRE Procedural Checklist has been completed at every CSE meeting to ensure that students have access to grade level content, material and resources, after discussing present levels of performance and before making program recommendations. Additionally, the Department is monitoring and collecting evidence that students have access to grade level content, materials, and resources through the use of a Special Education Instructional Walk-through Tool (monitoring specially designed instruction, explicit instruction, differentiated instruction and co-teaching). Data is	School Chiefs	Collaborators: Office of Special Education	Sept. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	collected monthly and shared with Special Education Directors, School Chiefs and Principals. For classrooms that are lacking access to grade level content, action plans for those specific classrooms will be developed by special education instructional coaches, Principals and Assistant Principals. A recruitment plan to find and hire SPED teachers will be implemented. The plan includes partnerships with local colleges and others. The District is supporting teachers in securing SPED certification. (Ongoing, beginning Sept.2019) • The Office of School Chiefs has begun to use the instructional improvement walkthrough model introduced by Dr. Aquino in March 2019. • The bi-weekly school visits will continue to ensure that the tasks and content are in alignment to grade level. • The Office of School Chiefs will continue to collaborate with Office of Special Education when classrooms/schools have been identified as deficient in providing grade level materials, content & meetings. (page 41-42) • Analyze special education data points as part of the quarterly review and coaching sessions (Oct., Jan., Apr., and Jul.) with each school principal. This includes: ○ Students with Disabilities Components of the School Improvement Indicator quarterly report document (See attached) ○ Students with Disabilities suspension data and student watch list from the data dashboard (ROC 3D, SPA) including the implementation of FBA and BIP ○ Track compliance data points (CSE schedule, annual reviews, referral data) ○ Protocols will be followed when considering the suspension of a student with a disability Ensure access to grade level materials in all special education classrooms, specifically in self-contained classrooms that are not alternatively assessed students: • ELA department, as per request of the principals by an excel spreadsheet of approved materials, orders grade level materials for all self-contained classrooms (exception is a classroom in which students are alternatively assessed; in that case, the ELA department meets with the teachers and review student data to order appropriate materials that will accelerate learning for students). • In cases where there are more than one grade level in a classroom, we accommodate by ordering and supporting appropriately • ELA department is engaging in a process involving several stakeholder groups to identify a single district- wide research based reading program that will ensure equity and access to high quality, differentiated culturally responsive instruction and materials in all classrooms in all buildings			
4. Ensure that the Special Education Department is supported, resourced, and held accountable for the district's implementation of the Special Education Strategic Action Plan and the Consent Decree if applicable.	• Review recommendations of the Special Advisory Council of Special Education • Instruct Office of Special Education to work with the Office of Finance to create a three-year Special Education budget that includes priorities and recommendations outlined in the imminent consent decree (Mar. 2019)	Executive Director of Special Education		Jul. 2019 and ongoing based on Imminent Consent Decree
5. Provide written guidelines and training to schools regarding when it is appropriate for a student to be assigned to a one-to-one bus.	Implement the written guideline/protocol (Process for Considering Special Transportation) that all Special Education Administrators implement during CSE meetings. This protocol includes: • Assess the students' disability needs as they pertain to possible eligibility for special transportation and District approval (Ongoing from Sept.2018)	Executive Director of Special Education	Collaborators: Office of Transportation	Apr. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• Use a series of qualifying questions to determine eligibility for special transportation and the least restrictive environment and supports (Ongoing from Sept.2018) • Implement an accountability protocol for special education administrators to monitor the fidelity of the implementation of the transportation protocol (attached) through bi-weekly data reports ○ In March of 2018, the Department of Special Education developed a protocol to determine eligibility for special transportation to be used by every chairperson at each CSE meeting. In April of 2018, the Department trained CASEs on the protocol and engaged all in an application activity determining eligibility for special transportation. In October of 2018, CASEs received the same training. In the 2019-2020 school year, decisions for more restrictive supports, including 1:1 transportation, will be held by the district level centralized CSE (Apr. 2019) *Special Education Transportation Guidance document and Special Education Transportation Request are attached* https://drive.google.com/file/d/1yALWB7EKqPGNt2Hk9QRvud92X8KA_ZxP/view?usp=sharing			
6. Provide on-going professional development to the CSEs.	Special Education Administrators (CSE Chairs) professional development includes: • Bi-weekly intensive professional learning that has been outlined on the attached Special Education Professional Development and Strategic Action Plans (see attached https://drive.google.com/file/d/1OB88bGZaDFOFUCKd1XReLuoPkeQNF1Cp/view?usp=sharing) (Ongoing beginning Aug. 2018) • Collaboration with RSE-TASC to provide tailored professional learning based on our specific District needs and Department goals (Ongoing, beginning Sept.2018) • Monthly building-based department meetings to turn-key professional development content to teachers and support staff. See 18-19 CASE Professional Learning Plan and 19-20 Professional Learning Plan for LEA (Ongoing, beginning Sept.2019) **NYSED FEEDBACK** Please note, as a District in Need of Intervention under IDEA, NYSED OSE will continue its Coordinated Intervention work with the RCSD. This involves both monitoring, targeted PD and the maintenance/implementation of a special education strategic action plan.	Executive Director of Special Education	Collaborators: RSE-TASC	Apr. 2019
7. Consider creating a Chief of Special Education.	RCSD has designed and included the Chief of Special Education position in the current budget to facilitate effective communication between the Department of Special Education and the Superintendent's Executive Cabinet. • Review the job description and organizational structure of the Office of Special Education including the position of Chief of Special Education as determined by the permanent Superintendent. • Decisions on re-organization will be determined by the permanent superintendent after initial onboarding (Jan. 2020)	Superintendent		Jan. 2020

Action Plan: English Language Learners (ELL)

The English Language Learner's section of this report is intended to ensure high quality effective instructional programming and coordinated mandated services. To that end, pertinent compliance laws and agreed upon protocols must be followed. Therefore, monitoring systems will be in place to guarantee that all are consistently adhered to. A professional learning plan for all ENL and bilingual teachers and administrators will be offered to ensure that educators know best practices needed to engage and educate English Language Learners. The action items in this plan provide focused attention on elements that lead to a deeper understanding of evidence-based practices of high quality schools. It also delineates progress monitoring of staff and students in order to build programs, services and operations of high quality.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Develop a Master Plan (Handbook) for the education of ELLs. a. The plan should include the following: ○ Guiding Principles for Educating ELLs ○ Instructional Program Options ○ Initial Identification, Parent Notification concerning Instructional Program Options, Assessment, Program Placement, and Reclassification ○ Instructional Services for English Learners ○ Family and Community Involvement ○ Monitoring, Evaluation, and Accountability ○ Meeting State and Federal Compliance Requirements ○ Parental Exception Waiver Appeal Process ○ Accountability Systems and Progress Monitoring ○ Frequently Asked Questions for ELL Parents. b. Provide professional development for the plan's implementation.	The Department of Multilingual Education (DOME), in collaboration with other departments, will develop an English Language Learners (ELL) handbook in collaboration with all departments of Teaching and Learning, which will delineate all services and supports for the education of our English Language Learners. RCSD will take the following actions: Develop an ELL Handbook Committee composed of teachers, administrators, special education teachers, coaches, parents, and the Regional Bilingual Education Resource Network (RBERN) (June 2019) • The ELL Handbook Committee will monitor this process for full implementation • Establish handbook guidelines to include: ○ Screening, identification, and placement of ELLs according to CR Part #154 ○ Descriptors of the various subgroups: ○ Programs offered ○ Parent Friendly Handbook with all the necessary information for placement, programming, services, parent engagement opportunities, and Parent Bill of Rights ○ Administrators and Teacher Handbook focused on instructional program options, assessments, state and federal compliance requirements, and guiding principles for ELLs (Oct. 2019) • Submit draft for feedback by the District Office of Parent Engagement, different District constituencies (i.e. SBPT groups, PAC, BEC and SEPAC), and community groups before obtaining a final product (Sept./Oct. 2019) • Implement professional development plan (beginning fall of 2019) using in-person and webinar presentations to ensure principals, school counselors and teachers know and understand the contents of the ELL handbook (Aug./Sept 2019) • Host interactive workshops with the BEC and PAC to develop and respond to FAQs (Sept. 2019) • Final copy of ELL handbook will be distributed to schools and will also be available in the District Placement Office, each school, and on the RCSD website (Dec. 2019) • Create an advisory committee of District and community members to support fidelity of implementation and compliance with ELL services as described in the handbook. This advisory committee will meet quarterly to	Deputy Superintendent of Teaching and Learning and Executive Director of Multi-Lingual Education (DOME) Chief Accountability Officer as a support, monitor and resource	Collaborators: Office of Teaching and Learning Bilingual Education Council (BEC) The Regional Bilingual Education Resource Network (RBERN)	Jun. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	review specific data points as outlined in the handbook and provide feedback for continuous improvement of ELL services to the Executive Director of Multilingual Education (Dec.2019) **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please revise the action plan as follows: 1. In the handbook please include: • English Language Learner/Multilingual Learner Educator Tools and Best Practices (http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-educator-tools-and-best-practices) • English Language Learner/Multilingual Learner Parent Resources http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-parent-resources We recommend transitioning in to use NYSED's preferred term "Multilingual Learners/English Language Learners (MLLs/ELLs)."			
2. Ensure provision of proper interpretation and translation services.	Department of Multilingual Education will complete an analysis of all translation services and continue to work in conjunction with other Departments, (Communications, Placement, Special Education, and the Refugee School Impact grant, and support staff) to create a more effective and user friendly system to access interpretation services. (Aug. 2019) *(For clarification, the following terms are used in the following manner: "Interpretation" refers to oral communication and "Translation" refers to written communication)* • A brochure will be created and distributed to ensure that all pertinent personnel understand the District's mechanisms for interpretation and translation services (bilingual personnel assistance, request an agency interpreter, or use the telephone interpretation system) • A brochure will be created and distributed to ensure that all pertinent personnel understand the District's mechanisms for interpretation and translation services (bilingual personnel assistance, request an agency interpreter, or use the telephone interpretation system). • During the student placement process, a copy of the Parent Bill of Rights will be provided in the family's language as well as the right to translation services will be verbally communicated. • Home Language Questionnaires will be conducted with all ELLs (translated in 41 different languages) • Strict adherence to the identification and screening process for ELL students as mandated by CR Part #154 and outlined in the RCSD Language Placement Center section of the ELL handbook • The District will disseminate this information during District-wide meetings, school constituency meetings, Consortiums, the RCSD website, and the District newsletter Starting June of 2020, an annual parent survey will be used for service feedback and system improvement **NYSED REQUEST FOR ADDITIONAL REVISIONS** The District included that, "Home Language Questionnaires will be conducted with all ELLs (translated in 41 different languages)." However, it is important to note that the Home Language (HLQ) needs to be administered to all new students before they get identified as ELLs. If the HLQ indicates student's home or primary language is	Deputy Superintendent of Teaching and Learning and Executive of Multilingual Education	Collaborators: Offices of Communications Equity and Placement Special Education Finance	Oct. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	other than English, the district person needs to continue with the screening, individual interview, and possibly the SIFE identification process and administration of the NYSITELL depending on information gathered in the interview. The District's past failure to follow NYSED's mandated ELL and SIFE identification process is one violation underlying the District's new Part 154 ELL Corrective Action Plan. In addition, the District needs to include that this annual survey will be shared with parents in a language they understand, and in particular in the languages most frequently spoken by ELLs and their families in Rochester (e.g., Spanish, Nepali, etc.) Please revise the action plan as follows: 1. Replace "*all ELLs*" with "*all students*" in the sentence: "*Home Language Questionnaires will be conducted with all ELLs (translated in 41 different languages*)" 2. Indicate that the parent survey will be distributed in the languages most frequently spoken by ELLs and their families in Rochester.			
3. Set ambitious and achievable expectations for ELLs and monitor their academic progress.	• The District will set target goals for ELLs based on the expected English Language Proficiency growth under New York State ESSA plan • ELL students will demonstrate increased growth through expected NYSESLAT gains or using the Safe Harbor method (first year 1.25, 1.0 subsequent years). The instructional shifts for acceleration and intensive English instruction will support this goal • The District will progress monitor ELL student achievement at the building level with available progress monitoring tools and assessments (such as NWEA, DRA, BAS, AIMS Web, American Reading Company). The Department of Equity and Accountability will provide this data three times per year to the chiefs who in turn will work with principals on achievement of benchmark English Language Proficiency targets • DOME will coordinate with the Department of Information and Technology to provide live data on student progress towards graduation on the ROC 3D Dashboard • The District will conduct program evaluations using the "Multilingual Learner/English Language Learner Program Quality Review and Reflective Protocol Toolkit". Provided by the state, Office of Bilingual Education and World Languages, in order to obtain key information on instruction, assess program needs and strengths • The District, in conjunction with the Department of Professional Learning and RBERN will use the collected data in order to recommend instructional improvements and best practices for schools with large ELL populations • The District will roll out a Language Development approach to improve instruction of all ELLs • The District will offer professional development on the specific needs and programs of ELL subgroups. For example, the Bridges program for SIFE students supported by CUNY– Bridges and RBERN • The Instructional Leadership Teams of each individual school will set up academic targets and intervention supports for those ELLs not achieving their annual ELP growth target • Long term ELL students will be identified and Academic Plans will be followed in order to facilitate exit from ELL status • The District will survey ELLs who have dropped out to investigate the root causes and to coordinate support systems to lower dropout rates, and increase graduation rates	Executive Director of Multi-Lingual Education (DOME) Director of Office of Parent Engagement	Collaborators: R-BERN CUNY-Bridges All Executive Directors of Teaching and Learning	Sept. 2021

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• The District will provide support to the Multilingual and Bilingual Councils to ensure understanding of the district's expectations for ELL's and student's progress monitoring Develop a Teaching and Learning task force to create: • Instructional program non-negotiables • Spanish Language Arts curriculum for grades K-12 that is parallel to the District ELA curriculum • Scope and sequence (expectations) in the area of Home Language Arts • Collegial circles with representation from grade bands to meet monthly and develop grade level and program specific benchmarks that are aligned with the district ELA curriculum • Outline strategies for intensive English Language development • The DOME department and the Home school assistants will work in collaboration with Office of Parent Engagement, Bilingual Education Council, and schools to develop community workshops for families on Language Allocation, NYS Language Progressions and Proficiency Levels to educate the community on the districts policies and expectations. A plan will be developed with engagement strategies for families, anticipated workshop dates, and community locations for workshops **NYSED REQUEST FOR ADDITIONAL REVISIONS** Further revisions are required to elaborate on how the District is going to consider the unique needs of subgroups within the ELL population, as well as needs based on years identified as an ELL. In addition to Long Term ELLs, the District needs to include information about addressing the specific needs of Newcomers, Developing ELLs, Differently Abled ELLs, SIFE, and Former ELLs. In particular, the District needs to articulate how ELLs and SIFE are supported not only in designated Newcomer and Bilingual Education programs but also districtwide. Please revise the Action Plan as follows: Indicate the district's plan for supporting each of the following groups of students: • Newcomers • Developing ELLs • Differently Abled ELLS • SIFE • Long-Term ELLs • Former ELLs This plan should include districtwide supports.			
4. Provide a coherent, instructionally aligned curriculum system for ELLs.	The District's Curriculum Council will provide oversight building upon previous work, and continue to develop clear guidance on ELL instructional and curriculum expectations in the District including: • Create ENL benchmarks for ELL literacy skills • Adopt a single literacy/ reading ELA and SLA (Spanish) version to ensure equity across the district with a high quality differentiated program for instruction • Solidify Professional Development Plan working in conjunction with the Office of Professional Learning in order to:	Executive Director of Multi-Lingual Education (DOME)	Collaborators: Department of Teaching and Learning Curriculum Council	Jun. 2021

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	○ Provide increased opportunities for all RCSD staff to grow in knowledge of CR Part # 154 mandates ○ Provide effective instructional practices and second language learning strategies ○ Provide cultural responsiveness ○ Establish safe social emotional environments to improve achievement • RCSD will continue to participate in the NYSED-OBEWL initiative "Cultivating District Leadership for ELL Success" in order to implement a research based instructional program that uses effective strategies for ELL success. • The District will develop and implement a Language Development Approach for ELL instruction as well as the usage of the evaluation tools provided by OBEWL based on Key Principles of ELL Instruction. June 2019 The District's strategic Professional Development (PD) plan will include training on working with SIFE students as a targeted subgroup for PD workshops throughout the year. (Referenced in ELL section #2 (Jun. 2021) **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please revise the action plan as follows: Add references to specific statewide tools, including: 1. The Next Generation Learning Standards 2. The NYS Bilingual Progressions 3. Blueprint for English Language Learner/ Multilingual Learner Success 4. The Culturally Responsive-Sustaining Education Framework			
5. Assign bilingual administrators to schools with bilingual programs.	• Reassign a percentage (TBD) of bilingual administrators to schools with bilingual programs Work closely with HCI in recruitment and hiring efforts of Bilingual General Education and Special Education teachers and administrators. • Request updated list from Human Capital Initiatives (HCI) of current Bilingual Administrators and assignments (Dec.2018) • Coordinate a meeting with ASAR and HCI to develop an action plan for recruitment and placement of administrators for Bilingual Programs (Sept.2019) • Deliver bi-weekly reports from the Director to the Performance Management Team. In addition, there will be a monthly report pertaining to vacancies in order to track in real time any staffing needs. (Jul. 2019) • Identify Bilingual and Special Education as priority areas of recruitment by HCI (Feb.2019) 1. Coordination between HCI and DOME department through biweekly meetings to monitor staffing and recruitment in all areas of high needs. In these biweekly meetings, there will be collaboration with school principals. School building Principals will alert HCI of any vacancies occurring during the school year to alert recruitment team. Started Nov. 2019 and Ongoing	Deputy Superintendent of Teaching and Learning	Office of Human Capital initiative Collective Bargaining Unit	Oct. 2020
6. Develop a coherent Corrective Action Plan to comply with the New York State Education Department's	The District has submitted a Corrective Action Plan to the state on Nov.16, 2018, followed by a revised submission on Nov. 30th. Last revision was submitted on April 25, 2019 The plan requires the following action:	Executive Director of Multi-Lingual Education (DOME)	Collaborators: Finance	Nov. 2021

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
recommendations from its investigation report.	• Submit evidence of progress on the Corrective Action Plan by submitting evidence to NYSED in quarterly progress reports followed by NYSED visits over the next 3 years • Submit quarterly progress reports to the Performance Management Team • Secure all resources to meet requirements of the Corrective Action Plan including staffing (Nov. 2021)			
7. Review data and share best practices on how to best serve ELLs and establish a network of schools focused on ELL needs.	• Coordinate between the Department of Multilingual Education and the Department of Information and Technology to leverage the ROC 3D Dashboard to review data pertaining to ELL programs and student achievement (Aug. 2019) The District will identify the schools with the largest percentages of ELL students and will create a network among these schools focused on the needs of ELL students. • Leverage data to identify strength in current practice and root causes on items that need immediate change • The Director will meet with Instructional Leadership Teams to review school-related data and explore decisions that need to be made to improve academic outcomes for ELL and bilingual students This process will be followed with a strategic plan to address these areas and a professional learning plan to roll out Effective instructional practices. The PD plan will include different models of PD such as embedded PD, collegial conversations on classroom visits, PD for administrators, work with RBERN on use of sheltered time. The Department of Multilingual Education in conjunction with the Office of Professional Learning, and RBERN will coordinate a schedule for learning opportunities and sharing of best practices for schools with large ELL populations. Once organized, the network will provide a timeline and process to collaboratively identify the sharing of current effective practices, areas of needs that require immediate change. • The District will use the Quality Review and Protocol Toolkit to provide feedback to network team on program and instructional implementations Team will use findings as a learning tool and program improvement. Starting September 2019 The school network will be open to all schools who serve ELLs. Thus offering opportunities to collaborate in the identification and evaluation of best instructional practices; as well as, duplicating effective supports that are yielding improved academic achievement The District will offer trainings on supporting ELL students and families, ELL best instructional practices on language acquisition, and cultural topics to different District constituencies i.e. counselors, administrators, teachers, and support personnel as indicated in the Blueprint for ELL success. **NYSED REQUEST FOR ADDITIONAL REVISIONS** The DE's report acknowledged that the initiatives and strategies are often not monitored or evaluated. This item needs to include a monitoring component. Please revise the action plan as follows: 1. Add a statement outlining how success of this strategy will be monitored and evaluated.	Executive Director of Multi-Lingual Education (DOME)	Collaborators: IM&T R-BERN Office of School Innovations Office of Professional Learning	Jun. 2020

Action Plan: Organizational Structures

Organizational structures are essential to define functions, roles and communication practices that create a trusting workplace where all individuals feel included, valued, and safe. The Distinguished Educator's report outlines the District's challenges in creating an aligned Central Office system that supports schools and builds transparency across the District.

The action items reflected in this section outline the steps we will take to build a well-defined system of accountability that promotes trust and ownership which will lead us to highly efficient and productive teams. In addition, this section outlines the monitoring and continuous improvement of Central Office effectiveness and support systems to schools, organizational structures that facilitate clear, transparent decision making and communication practices, and clear project management protocols across the system.

The Performance Management Team, a cross-functional Central Office team, will support and monitor all key implementation plans critical to the organization. This Team is designed to provide common protocols and system structures that support the efficiency of the district offices and departments including professional learning on project management.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	End Date
1. Evaluate the effectiveness of each central office department. a. **Develop and conduct a quarterly customer service survey of each central office department to determine its effectiveness in supporting schools.** b. **Publicize the results and hold each department accountable for improvement.**	The District will distribute quarterly customer service surveys to assess Central Office departments in supporting schools, using best practices on survey development, for building leaders. • Distribute quarterly surveys to offices and departments but not limited to: ○ Department of Health and Benefits ○ Department of Food Service ○ Department of Transportation ○ Office of Accountability ○ Office of Attendance ○ Office of Finance ○ Office of Human Resources ○ Office of Innovation ○ Office of Student Equity and Placement • Survey feedback will be provided to the respective offices and departments. Plans for improvement will be developed and monitored through the Performance Management Team meetings and 1:1 sessions (April 2019 and ongoing) • Survey results will be provided to building leaders via the Leadership Link (Aug. 2019 and ongoing) **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please revise the action plan as follows: 1. Revise the statement "*Distribute quarterly surveys to offices and departments*" to "*Distribute quarterly surveys to offices, departments, and building leaders*."	Deputy Superintendent of Administration and Strategic Partnerships	Collaborators: IM&T Office of Communications Office of School Innovation Office of Accountability (Research and Evaluation)	Aug. 2019
2. Reevaluate the organizational structure to encourage efficiency, collaboration, and accountability. This reevaluation should include: a. **Adopting protocols to increase collaboration among departments.** b. **Reexamining the span of control of the Superintendent and**	The organizational structure of the positions identified in the DE report, as well as other organizational charts in the district, will be assessed and re-established as necessary upon the appointment of the interim/permanent superintendent. The positions will be aligned to coordinate with district functions and priorities based on the DE report, Action Plan, and District Comprehensive Improvement Plan. (Dec. 2019) Examination and adjustments of structures for decision making and communication will also be assessed and realigned to improve coordination and transparency in collaborative decision making. (Dec. 2019) To improve overall collaboration, communication, and shared decision making, the Performance Management Team will:	Deputy Superintendent of Administration and Strategic Partnerships	Collaborators: Office of Finance IM&T Interim and Permanent Superintendent	Aug. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	End Date
eliminating unnecessary direct reports. c. **Merging the structures and functions of the Deputy Superintendent of Administration, Chief of Operations, and/or Chief of Human Resources.** d. **Creating systems to breakdown silos, improve communication, and improve transparency in the decision-making process.** e. **Ensuring that the head of Special Education has a greater presence in the senior cabinet and greater access to the Superintendent. Consider creating a Chief of Special Education.** f. **Consider having this position of Chief Communications Officer, as the primary District spokesperson, report directly to the Superintendent.**	• Complete a survey and assessment of all meetings including function, learning targets, efficacy and transparency for key stakeholders (Mar. 2019) • Review and analyze feedback to design/refine common meeting structures to include: ○ Purpose, frequency, and audience for each meeting ○ Common meeting protocols ○ Offer professional learning on best practices for information sharing structures including digital portals ○ Instructional Leadership Steering Committee composed of cross-functional teams (see Teaching and Learning No. 10) ○ Use of Meeting Wise/Data Wise as the District process (Sept. 2019) • Monitor the satisfaction and effectiveness of the meeting structures quarterly and modify as needed • Adjust structures as needed upon the appointment of the permanent superintendent (Aug. 2019)		Office of Innovation	
3. Improve meeting structures. a. **Reduce the number of meetings.** b. **Engage in training on best practices for conducting meetings.**	To support the assessment and implementation of improved meeting structures, the Office of Accountability including the Chief and Data Administrator, will support this effort To improve overall meeting structures and communication as a system using Meeting Wise, the District will: • Complete a survey and assessment of all meetings including function, learning targets, efficacy and transparency for key stakeholders (Mar. 2019) • Review and analyze feedback to design/refine common meeting structures to include: ○ Purpose, frequency, and audience for each meeting ○ Common meeting protocols ○ Offer professional learning on best practices for information sharing structures including digital portals ○ Instructional Leadership Steering Committee composed of cross-functional teams (see Teaching and Learning No. 10) ○ Use of Meeting Wise/Data Wise as the District process (Sept. 2019) • Monitor the satisfaction and effectiveness of the meeting structures quarterly and modify as needed (Dec. 2019) • There is District Data Coordinator who is included as part of the Instructional Leadership Steering Committee	Deputy Superintendent of Administration and Strategic Partnerships	Collaborators: Office of Finance IM&T Interim and Permanent Superintendent Office of School Innovation Office of Accountability (Research and Evaluation)	Aug. 2019
4. Provide professional development in project management. An administrator noted, "*There is a lack*	The Performance Management Team, a cross functional central office team, will support and monitor all key implementation plans critical to the organization. The Team is designed to provide common protocols and system	Deputy Superintendent of Administration	Collaborators: Office of Innovation	Jun. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	End Date
of project management expertise which leads to poor execution."	structures that support the efficiency of the district offices and departments including professional learning on project management. (Jun. 2020) The Performance Management Team will: • Identify key district experts to provide the professional development sessions (Jun. 2019) • Develop a digital system to monitor participation and implementation (Jan.2020) • Identify the content, frequency, annual professional learning calendar and audience for the sessions (Jul. 2019) • Monitor participation, satisfaction and implementation (Jun. 2020) **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please revise as the action plan follows: 1. Add a sentence in the action plan that indicates that the July 2019 PD schedule will identify the facilitator for each session/series.	and Strategic Partnerships		

Action Plan: Accountability

This section of the Action Plan outlines the development of a performance management plan for which all stakeholders are held accountable. RCSD will introduce a common language for data use and decision making to support our schools with continuous improvement and professional development. In addition, the development and use of School Comprehensive Education Plans (SCEP) as a road map for improved student achievement will be essential. By establishing standards of clear goals, plans, metrics and progress monitoring, the Office of Accountability can help ensure the District delivers on its mission to students.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. **Implement a protocol whereby all supervisors support, coach, and hold direct reports accountable for progress in meeting academic and department goals. Supervisors must provide regular, meaningful, clear, and timely feedback aligned with performance goals.**	To improve communication, support and development of employees we will: Complete an audit of all department supervisors regarding their supervision and coaching practices to determine where best practices exist and share across all departments • Research model protocols and select District process expectations for coaching and developing direct reports ○ Protocols will include at a minimum: staff member's progress towards their goals; support needed to obtain goals; and meeting documentation (Aug. 2019) • Ensure all offices and departments are completing Performance Managements Plans, that outline goals and metrics of success and monitor for implementation and progress towards growth (Sept. 2019)	Deputy Superintendent of Administration and Strategic Partnerships	Collaborators: IM&T Office of School Innovation Distinguished Educator	Dec. 2019
2. **Create and implement a professional development plan to equip all District staff to use data to drive decisions.**	In conjunction with the Performance Management Team, Office of Accountability, Teaching and Learning, and Office of School Innovation the District will embark on the implementation of the Data-Wise process across the system. Paramount to improving schools is the understanding and effective use of multiple sources of data to increase student achievement. The plan for the implementation will include: • Identify expert staff members in data driven decision making (April 2019) • Create a cross-functional central and building level team to steer the implementation and professional development of the Data-Wise process. (May 2019) • Assess the current use of data in the District and in schools. (June 2019) • Ensure that all Team members are trained in the use of the Data-Wise process, prepared to turnkey their experts beginning in June 2019. (June 2019) • Ensure that the development and plan for Instructional Leadership Teams is incorporated into the Data-Wise process. (June 2019) • Create a year-long professional learning plan on the implementation of the Data-Wise process beginning in the Summer Leadership Institute. (July/August 2019) • Clear plans for individualized supports and monitoring will be co-constructed with the Team and building leaders. (Sep 2019) • Identify expert staff members in the use of data **NYSED REQUEST FOR ADDITIONAL REVISIONS** Further revisions are required to address the feedback and the DE's findings and recommendations. The revisions focus on PD to enhance data-driven decision making at the building level through instructional leadership teams. The DE's concerns were that data is not being used by central office to make decisions about: 1. If programs/initiatives are meeting expectations 2. If people are meeting expectations Further revision is required to ensure that RCSD central office staff use data to make informed programmatic decisions.	Deputy Superintendent of Administration and Strategic Partnerships	Office of Accountability (Research and Evaluation) Department of Teaching and Learning (T&L) Office of School Innovation (OSI)	Jul. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	Please revise the action plan as follows: 1. Identify an expectation that data is incorporated into the performance reviews of all central office staff 2. Identify an expectation that any recommendations from department heads to modify existing structures are accompanied by data that supports the decision, projected goals if the recommendation is accepted, and a plan to report status of the projected goals.			
3. **Establish a process to communicate, implement, document, and monitor continuous improvement in conditions that support learning.**	The Office of School Chiefs (OSC) is designed to focus on principal and school improvement. The OSC will co-construct a plan with key stakeholders that identifies and monitors school improvement. Aspects of the plan will include: • Establishing clear expectations in a tired system of supports to each school • Establish clear school/classroom walkthrough protocols to be used during Chief school visits • Monitor progress of Key Performance Indicators and School Comprehensive Education Plans (SCEP) metrics (Feb. Monthly/Weekly school visits) • Opportunities for professional learning communities to allow for shared learning across schools. • Opportunities for sharing will occur during monthly principal meetings and other coordinated activities arranged by the OSC. (Sep 2019, Ongoing) OSC, in collaboration with District offices and departments will improve practices that support schools in a coherent and consistent manner through the development of District Network Support Teams. (Sep. 2019). District support team will be comprised of representatives of Finance, Operations, Special Education, ELL, Human Resources, Attendance and Innovation. Teams will be assigned to each school chief to serve as their support system and be available for a minimum of one meeting per month. Areas that Network Support Teams will provide support for include: • Resource allocation • School operations (i.e. Transportation, Food Service etc.) • Specialized instruction and services for students with disabilities and English Language Learners • Human Resources • Attendance • NYSED regulations **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please replace “tired” with “tiered.”	Deputy of Administration and Strategic Partnerships	Office of Accountability (Research and Evaluation)	Aug. 2019
4. **Provide principals with professional development on the school improvement process**	A targeted professional development plan for principals on school improvement practices will be done in collaboration with the Offices of School Chiefs, Innovation and Teaching and Learning. Principals will engage in in-depth professional development sessions on the school improvement process focusing on the creation of an effective School Comprehensive Education Plan (SCEP), including its essential elements and monitoring process. The District will: • Develop a comprehensive plan for professional development on the school improvement SCEP process, including the development of a clear mission and vision for the school, the understanding of SMART goals, leading and lagging indicators, gap statements and action plans. (May 2019)	Office of School Chiefs/Deputy Superintendent of Administration and Strategic Partnerships	Collaborators: School Chiefs Office of School Innovation Office of Teaching and Learning	Aug. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• Identify and communicate common elements of the SCEP process to include District level initiatives. (i.e. Curriculum selection) • Identify exemplars and calibrate for quality among all schools to provide meaningful individualized feedback to each school (June 2019, ongoing) • Monitor progress of school improvement plans during OSC school visits and semester reporting to the District (Sep 2019, on-going) • Provide on-going professional learning to the School Based Planning Teams. (Nov 2019, annually) In addition, as part of the professional development for principals, research based strategies for school improvement will be integral to the overall building leader professional development throughout the school year. For example, best practices for high performing schools are found in the work of DuFour, Marzano and other research publications. The professional development for principals is outlined in Area: Human Capital, Section #2		Intensive Supports Theory of Action	
5. **Ensure School Chiefs play an active role in supporting, reviewing, approving and monitoring the school plans.**	OSC plays an active role in the development, implementation and monitoring of School Comprehensive Education Plans (SCEP). Clear expectations and guidelines have been established for the development of high quality SCEPs. The OSC will expand their use of SCEPs to engage in on-going meaningful discussions with principals on the process and use it to drive school improvement. (April 2019, on-going) • Ensure on-going professional development is offered to school leaders on the school planning process. • Collaboratively review, calibrate and communicate all SCEPs development and needs to principals. • Ensure all schools are adhering to the required expectations and deadlines. • Monitor the progress of the school plans formally each semester and ensure revisions or modifications meet the District expectations. • Engage principals in regular conversations based on the action items outlined in their school plans.	Deputy of Administration and Strategic Partnerships	Collaborators: School Chiefs Principals School Based Planning Teams Board of Education	Aug. 2020

Action Plan: Human Capital

Human Capital management is essential for hiring, supporting, developing and retaining the most talented high-performing employees. Human Capital management plays an important role in ensuring that all employees are brought in to the organization are prepared to positively contribute to the RCSD mission, vision and expectations.

This section of the Action Plan describes the steps we will take to improve the RCSD workforce to best serve our students. We address the recruitment and development of our staff, the improvement of our comprehensive annual professional development plan, the development of a talent management plan, our principal recruitment process, and our plan to create a RCSD leadership academy for future and current leaders in our District. The District has also taken steps with our collective bargaining units to better utilize professional development hours and incentives. Maximizing our Human Capital potential will help ensure the District is best positioned to serve its students.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Develop a comprehensive professional development program to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students that includes: a. Effective leadership and teaching practices; b. Use of data to implement effective strategies for resource allocation and improvement of student learning; c. Behavioral support; d. Implicit bias training that leads to concrete strategies and actions that improve teaching and result in better student outcomes; and e. Support for special populations.	RCSD has a Professional Development Plan that is submitted annually to the New York State Education Department. Through a collaborative process between the RCSD and Collective bargaining Units, a professional development plan for the upcoming school year will be created. (Annually in September) To create a comprehensive professional learning plan for all Central Office and school-based staff, as indicated throughout the responses in the DE report, the Office of Professional Learning will: • Assemble a Professional Development team representative of all district stakeholders to engage in the planning and development process (Jun. 2019) • Complete an inventory and analysis of all professional learning offerings over the past 12 months (Jul. 2019) • Coordinate a professional learning needs assessment with all Offices and Departments (Jul./Aug. 2019) • Develop a Professional Learning RCSD plan that align with the ISLAC standards and the Danielson Framework for Enhancing Teacher Practices. The impact of the plan will be measured by session feedback results, performance evaluations, student achievement, and graduation rates. Topics to be included in the plan are: plan will include: ○ Leadership development and practices ○ Required pre and post-employment implicit bias and disruption of individual instructional and structural racism ○ Curriculum implementation ○ Culturally responsive practices and strategies. ○ Effective teaching practices for educating students, including students with disabilities and English Language Learners ○ Data driven decision making related to instruction, resource allocation, and systems improvement ○ Social and Emotional teaching strategies, inclusive of trauma informed and restorative practices ○ Co-teaching and the implementation of NYS Standards and curriculum so all students, including students with disabilities and English Language Learners, have access to a rigorous education ○ Effective behavioral supports for students ○ Effective teaching strategies for specialized populations will be provided by the Office of Special Education and the Department of Multilingual Education (Sept. 2019) • Disseminate calendar to all stakeholders and enter all professional learning opportunities into True North Logic	Deputy Superintendents	Collaborators: School Chiefs General Counsel Office of Human Capital Initiatives Collective Bargaining	Dec. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	(Oct. 2019)			
2. Develop a coherent, year-long professional development program to help prepare principals and assistant principals lead for instruction. Principals should be seen as key change agents in the reform efforts, and there should be a more concerted, comprehensive, and organized effort to support and develop them.	The School Chiefs, in collaboration with the Deputy Superintendents are developing a comprehensive tiered professional learning yearlong plan for leadership development aligned to ISLAC standards and based on a needs assessment of principals and building administration. The principal professional development will create a community of practice that combines group study, school visits and expert coaching to enhance instructional leadership. The plan will include: • Three-day summer leadership program • A community of practice sessions focused on instruction leadership • One on one coaching throughout the calendar year provided by experts in the field In addition to the comprehensive development plan above, continuous support, development and immediate and continuous feedback for principals will be provide by the Office of School Chiefs (OSC) in collaboration with other stakeholders including the Association of Supervisor and Administrators of Rochester (ASAR). Elements of this support include: • Focus professional development sessions on topics included in the RCSD Professional development plan and their identified specific needs for differentiation among principals • Individual support including 1:1 sessions and school visits with targeted classroom walkthrough by School Chiefs. Frequency and intensity will be based on a tiered system of support to schools • Mentor support: in collaboration with ASAR mentors are selected and assigned through a co-constructed ASAR committee called the CIAS panel. The Career in Administration/Supervision (CIAS) is an ASAR committee comprised of School chiefs, Chief of HR, ASAR President, and Principals. The selection and roles of mentors is specifically outlined in the ASAR manual. CIAS provides first year principals with a mentor. Mentors are picked through a rigorous selection process, Mentors/Intervention Specialists are provided in-service about the District's Professional Expectations as well as the mentoring process. Mentors/Intervention Specialist are then matched with intern administrators for one year. Throughout that year, they are expected to observe and conference with their interns. In addition, they submit bi-annual intern status reports and one final status report to the CIA/S Panel. Mentors provide support both with advice and by example • Network Team meetings (School Chief) • Co-constructed with ASAR professional learning sessions for building leaders based on individual and District needs Continue monthly evaluations after each Administrative Professional Learning to refine and enhance content and design of delivery The OSC is exploring potential partnerships with national experts and local philanthropists to support the actions mentioned above. (Sept.2019; Ongoing)	School Chiefs Chief of HR	Collaborators: Deputy Superintendents Distinguished Educator Chief of HR as a Collaborator All Central Office departments are needed	Jun. 2020
3. Develop a clear, rigorous, and competency-based selection process for principals, placing final hiring authority with the Superintendent.	The RCSD process for selecting Principals is outlined in the "School Administrator Selection Process" document. This process will be enhanced to include the following activities based on best practice and research: (Mar. 2019) • Establish a consistent expert search committee comprised of key stakeholders (For example: Tenured principal, teachers, parents, school chief, community partners, etc.) • Create an exhaustive online application • Engage in an instructional video activity	Chief of Human Capital Initiatives	Collaborators: School Chiefs Deputy Superintendents Superintendent	Oct. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• Demonstrate competency/skills through an authentic task which includes a presentation on the data set or vignette provided • Participate in an in-person interview with the committee • Interview with the Superintendent • Enter into a candidate pool for principal vacancies • Interview with School Based Planning Teams as appropriate • Based on the results of the interview with the School Based Planning Team, the Superintendent will make all final principal hiring determinations to be forwarded in a resolution to the Board of Education • As of April, 2019, we have developed a "School Administrator Selection Process" – The document provides a list of authentic tasks to include a writing sample and presentation and a learning walk through (INSERT HYPERLINK) Create a yearly feedback loop to evaluate the process (Oct.2019)		Distinguished Educator District of Columbia Public Schools Principal Hiring Process American Institute of Research- QSL-ID	
4. 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.	Implement the cohesive talent management plan described in recommendation #6 and monitor the integrity of its implementation by the Talent Management Team the District has a policy designed to ensure proper hiring practices and to prevent nepotism in the hiring process. The Board of Education has adopted the Code of Ethics Policy 2160. In addition, the District must also adhere to Civil Service and Education law hiring requirements. Monitoring will occur through quarterly reports to the Superintendent or designee. (Aug. 2019)	Chief of Human Capital Initiatives	Legal Counsel	Nov. 2019
5. Reconsider the use of the 36-hour professional development requirement for teachers to ensure that this directly supports student learning. The District might require that 12 hours align with District priorities, 12 hours with individual School Improvement Plans, and 12 hours with specific teacher development needs.	The professional development incentive is an optional component of the contract with the Rochester Teachers Association • The Professional Development Incentive will be a topic for discussion during the next contract negotiation with the Rochester Teachers Association • Intentionally plan for the 36 hours to encompass high quality instruction linked to the Tier I curriculum, including grade-level, developmentally appropriate, culturally responsive practices. District and school-based professional learning will be aligned to common curriculum and assessments, restorative practices and anti-racist education. (Jun. 2019) All professional development offerings on True North Logic must indicate the connection to Danielson Framework for Teaching, the District's Instruction Framework, the District Professional Learning plan, or SCEPs (Jul. 2019)	Deputy Superintendents	Collaborators: General Counsel IM&T Office of Professional Learning Collective Bargaining	Jul. 2019
6. Create a talent management plan to properly support and develop all staff, while focusing on succession planning, particularly for key leadership roles.	Create a cohesive Talent Management Plan (TMP) to attract and keep a strong workforce. Steps for creating the talent management plan include: • HR Department will benchmark best practices with the Denver Public School District and review templates and strategic plans that can be adopted with the RCSD. We will review the tool kits provided by the American Institute for Research for additional framework documents for a robust Talent Management Process (May 2019) • Identify a talent management planning team consisting of Teacher Leaders, AP's, Principals, School Chief, District Office staff, Student Support Services, and Human Resource representative • TMP members must have the following qualifications: ○ A proven track record of high quality work	Deputy Superintendent, Chief of Human Resources, General Counsel, School Chiefs, T&L Department, IM&T	Collaborators: Chief of Human Resources General Counsel School Chiefs	Jun. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	○ 5-10 years of experience in their respective field (Nov. 2019) • Utilize the Talent Management Self-Assessment tool to assess the usefulness of their talent management strategies in helping to ensure equitable access to excellent leaders and teachers (Feb. 2020) • Create a Talent Management plan document that specifically addresses: ○ Recruitment, hiring, placement, and retention strategies and processes for Key Leaders ○ Efforts to support employees throughout their career (benefits, pathways for career advancement, etc.) ○ Metrics for success (Apr. 2020)		Office of Teaching and Learning IM&T Talent Management Self-Assessment Tool from American Institute of Research Urban Schools Human Capital Academy	
7. Create a leadership academy to prepare staff members throughout the District for key leadership positions at the central office.	RCSD will support the improvement and advancement of key leaders through the development of an RCSD Leadership Academy. Steps to be taken include: • Assess current needs of District leaders (Jun. 2019) • Develop the NYCLA ROC Urban Program to build the teacher to administrator pipeline using the P20 NYSED grant (Jun. 2019) • Review the results of the leaders' needs and the District's long-term leadership strategy (Oct.2019) • Research and examine evidence based leadership programs and design an RCSD Leadership Academy (Feb.2020) • Launch the Leadership Academy (Jun. 2020) • Communicate Academy to key stakeholders across the District (Jun. 2020)	Superintendent	Collaborators: Deputy Superintendents	Jul. 2020
8. Ensure that Professional Development Incentives are aligned to support students' needs.	As discussed in the response to Recommendation #5, the 36-hour professional development incentive is currently an optional component of the contract with the Rochester Teachers Association. Consequently, no action can be taken unless the current Collective Bargaining Agreement is changed. Accordingly, professional development will be a topic for discussion during the next contract negotiation. (Aug. 2020) All professional development offerings on True North Logic must indicate the connection to Danielson Framework for Teaching, the District's Instruction Framework, the District Professional Learning plan, or SCEPs (Sept. 2019)	Superintendent	Collaborators: -General Counsel -IM&T -Office of -Professional Learning -Collective Bargaining	Aug. 2019

Action Plan: Finances

This section of the Action Plan address recommendations from the Distinguished Educator's report concerning the District's financial health. Our action items must ensure our resources are allocated to meet the District's goals and priorities while targeting students' needs and addressing student equity. We must assign adequate funding to provide support services to students and families and establish performance measures to drive informed decisions. Further, we must ensure the District's assets are safeguarded against misappropriation and sustain adequate funding for the long-term success of all students.

Our actions will ensure all stakeholders are engaged in the financial health of the District. This is accomplished through collaboration, open communication, transparency, and partnering with the board, community, staff and students. The actions, when properly implemented, will also provide the Board of Education with professional development opportunities necessary to have oversight of the financial affairs of the District. This will increase the level of responsibility and accountability for all parties.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Have the Board address District's finances as an entire body, not by committee.	The Board of Education has redesigned meetings structures (per resolution 2018-19: 551) for the Board to meet as a whole group two times month in lieu of the committee structures (including Finance) for six months. The Chief Financial Officer (CFO) will present the monthly finance report to the complete board forty-eight hours prior to the first monthly meeting for their review and compile questions. During the meeting, the CFO will walk the board through the financial report and answer questions; recommended changes will be incorporated into a revised packet and submitted to the second board meeting for review and final approval. The Board will reassess on a 6-month basis the effectiveness of the process and make modifications as appropriate. (Ongoing)	Chief Financial Officer	Collaborators: Board Clerk	Aug. 2019
2. Ensure that Board participates in training aimed at providing better fiscal oversight	Chief Financial Officer (CFO) will provide coaching to the Board on matrix to evaluate program effectiveness assessment based on academic return on investments. This will include assessment as to what programs need to be decommissioned that do not have positive results and when new programs need to be decommissioned that do not have positive results and when new programs need to be added. CFO will make financial coaching services, offered by external agencies, available to the board. CFO will provide financial information to the board in a manner that is conductive to make immediate and long term financial decisions to ensure the District's financial stability. The Board has developed a yearlong professional development plan which included finances; this is included in the Governance and Leadership section (see section 1). CFO will provide follow up to the board professional development training to ensure learning and the application of knowledge to financial decision making. CFO, working collaboratively with the board will include in the long term financial plan the restoration of a health Fund Balance. **NYSED REQUEST FOR ADDITIONAL REVISIONS** In addition to training from the CFO, the Plan should incorporate outside training from the New York State School Board Association (NYSSBA) or another entity with expertise. Please revise the plan as follows: 1. Identify training incorporated from outside entities such as the New York State School Board Association (NYSSBA) or another entity with expertise.	Chief Financial Officer	Collaborators: Board Clerk	Aug. 2019
3. Establish clear, consistent criteria for selecting consultants. This should include input from department heads.	Enhance and improve the Procurement Department's processes for the selection of vendors and consultants. To improve the selection process, RCSD will: • Analyze the current procurement and RFP process for consultants to include the proper selection, use and evaluation of consultants	Chief Financial Officer		Nov. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	(Aug. 2019) • Gather feedback from key stakeholders at Principals meetings, Executive Cabinet, and Performance Management Team to identify gaps in the current process and explore opportunities to eliminate the gaps and improve the process (Aug. 2019) • Identify key areas for improvement based on the findings and update all applicable procedures which will identify that all consultants be approved by the content area expert (Aug. 2019) • Communicate the revised procedures to all appropriate staff members/users across the district (Jul./Aug. 2019) Design an electronic "request for consultant" form: • Explore with IM&T Department the possibility of electronic submission of request for the need/use of a consultant. This will allow the requestor of the consultant to document their requirements for the service. • The request will be reviewed and approved centrally through the procurement process for compliance • Procurement (general municipal law) will be applied on a consistent basis across the District • Rationale of the need of a consultant and why outside resources are needed rather than the use of internal resource; this will be captured for transparency and record maintenance • Centrally manage the use of consultants for the whole District, leverage the service, and drive efficiencies through cost bundling • Central approval will be for appropriateness rather than making the selection and determination for the manager requesting the service • Service assessment matrix to be added to the request and done electronically, to determine the need for a consultant vs. internal staff usage as well as after service evaluation. The matrix will set the criteria to be used to determine the need for a consultant versus the use of in-house resources. Evaluation matrix will also be used to assess post service performance (Nov 2019)			
4. Have the Business Department collaborate more closely with other departments, and task all District leaders with responsibility for efforts to reduce the structural deficit. These leaders must apply the necessary fiscal due diligence to achieve efficiencies and costs in daily operations.	The District currently operates under a decentralized budget management process. Budgets are decentralized to provide managers autonomy over their budgets. The budget process is managed by setting internal controls at the central level to provide monitoring and notification to managers when expenditures are approaching budget limits. The monitoring process will be done in collaboration with Managers' during the monthly meetings with the budget analyst. The Budget Department is structured to allow each Department Manager to have an assigned Budget Analyst who works collaboratively to ensure they have the financial support to manage their budget. The department managers and their clerical support staff has the ability to generate budget reports on demand. The current process will be enhanced to improve collaboration as follows: • Generate monthly reports and provide to managers electronically • Schedule meeting with the Managers they support to review the reports • Provide managers with opportunities to control cost • Provide training, as needed, to Managers and support staff on department budget and overall district's budget • Share updates on new financial information and regulations with the manager they support	Chief Financial Officer	Collaborators: Deputy Superintendents School Chiefs Distinguished Educator Finance Expert Structural Deficit Report: Investing in Students	Dec. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	During the fall of 2018, the CFO and management prepared and submitted a structural deficit reduction report to the Superintendent, which was presented to the BOE on Nov. 30, 2018. The report was made available to District managers. As outlined in the report, RCSD will: • Identify reductions for all cost centers across the district to address the structural deficit (Aug. 2019) • Guide and monitor for accountability with the support of an expert in district finance (Aug. 2019) • Strengthen/create accountable and transparent monitoring systems to reduce the structural deficit, including leading and lagging indicators, which will occur through the Performance Management Team, subcommittees and Executive Cabinet (Jul. 2019) • Provide train, as needed, to all appropriate stakeholders regarding effective budget monitoring and management (Oct. 2019) **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please revise the action plan as follows: 1. Provide further information to clearly indicate the centralized process for monitoring cashflow of individual programs on a weekly basis (systems, output reports, etc.).			
5. Have the Chief Financial Officer work with the Chief Communications Officer to prepare a clear, coherent presentation to show stakeholders what needs to be done to ensure the District's long-term financial health. • The Board and administration should hold town halls to inform the community of the fiscal situation of the District. • The Superintendent should share the presentation with principals and union leaders. • Principals should share the information with their staff	Each year the Board of Education adopts the annual budget calendar which includes stakeholders' engagement through community town hall meetings, parent groups, principals and staff to provide opportunities to capture their input in the budget process. (Dec.2018) Input from the Board is gathered through budget retreats and planning meeting, the output of which is the listing of the Board priorities. The Superintendent and key Executive Cabinet members actively participates in the retreats. Once budget goals have been identified by the Board and the community, the Superintendent will work collaboratively to implement these priorities. This includes but is not limited to, student performance matrix (i.e. increased graduation rates) racial equity and special education initiatives, and the findings of the Distinguished Educator's report. This process ensures resource allocation is student centered. The District is in the process of completing its long term financial plan. An integral part of providing a clear understanding of the long-term Financial Plan will include a detailed communication strategy. The communication plan will include: • Tailored presentations for each stakeholder group • Purpose and scope of the plan • Long-term financial benefit • Meeting structures and protocols for community, staff and stakeholder engagement opportunities • Timeline of the plan will include Board Town Hall Meetings, Superintendent Principal Information sessions and staff and key stakeholders	Chief of Communications	Collaborators: Deputy Superintendents School Chiefs	Dec. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	Information to be included in the budget presentation will be fact base, with historic trend analysis to substantiate decision. This will minimize the effect of political influence and putting more emphasis on data driven decisions making. (Dec 2019) In addition, RCSD will establish timeline and processes for student-based funding process for the 2020-2021 school year (Oct.2019)			
6. Consider the implications of the structural deficit during contract negotiations.	RTA and ASAR units have held interest-based bargaining sessions since Sept.2018. Joseph Anderson, an expert in the field of bargaining unit negotiations, has led the facilitation to incorporate the tenets and approved elements of the structural deficit plan into contract negotiations. The District will give consideration to the continued use of the already engaged consultant for upcoming bargaining unit negotiations, or solicit another consultant. The engagement of a consultant will be done according to the newly established guidelines that will be put into effect in August of 2019 (See Recommendation #3 above). As part of the of the negotiation process, the negotiation team will: • Open negotiation with the bargaining units whose contracts or extensions will be expiring this school year • Discuss cost saving, avoidance, and sharing opportunities with the unions during the upcoming bargaining negotiations with both ASAR and RTA • Discuss potential resource opportunities for discussion/negotiations based on committee work. District's fiscal status, through the gap elimination report, will be shared with the bargaining units in order to understand the financial condition of the District (Nov. 2018) The District presented a structural budget gap elimination plan report to the BOE in the fall of 2018 which will be used during contract negotiation. Several of the cost reduction opportunities recommended in the structural budget gap elimination report will have a direct impact on the number of teaching staff in the schools. This will result in a reduction in over allocation of resources in the buildings. The service delivery method will be redesign to be more targeted and laser focused while maintaining, and in some instances increasing, the level of service and support provided to students; no student will be disadvantaged. To ensure uninterrupted service to students, the District will: • Perform assessment of the current student service delivery model and modify as appropriate to ensure service is relevant, not excessive, redundant, or duplicative. Service delivery will also be assessed for assurance that service delivery will improve student performance, and any level of service removed will not harm or disadvantage students in any way. • Assessments will be done 30 days prior to the end of each semester in preparation for the next semester	Chief Financial Officer	Collaborators: General Counsel Superintendent	Jun. 2019
7. Ensure all recommendations from the Office of the State Comptroller's Apr. 2017 report are implemented.	District has implemented some of the OSC Audit recommendations, with other continue to be work in progress. Management has engaged the District's Auditor General Department to assist and provide coaching on the implementation to ensure appropriateness and completion **Most Challenging:** • The most challenging recommendation to implement is the management of additional payment for staff by the Payroll Department. The current system is not versatile to capture the various additional payments that the	Chief Financial Officer/ Auditor General		Sept. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	Districts engages in with collective bargaining units. The Payroll department has to use offline method to manually capture these items The Chief Financial Officer will: • Continue to work with the Office of Auditor General, to ensure all recommendations have been reviewed and implemented , and are working effectively (Aug. 2019) • Reinstate weekly review process for recommendation implementation to ensure continued adherence to the established processes that have been established (June 2019) • Use established internal audit criteria to assess implementation of recommendations (June 2019) • Ensure adequate documented evidence is maintained for subsequent review by District Office of Auditor General (Aug. 2019) • Develop a communication plan to report out the status of the recommendation (More to be added after CFO consultation with Auditor General) **NYSED FEEDBACK** Please note, NYSED requests to review the communication plan once it has been developed by the CFO in consultation with the Auditor General.			
8. Have the District conduct a careful review of utilization and allocation of resources to determine whether these are aligned to the goals of sustainability and increased student achievement. As noted in District's Auditor General 2018 Risk Assessment presentation, *"True-up [adjust] of teacher staffing to student enrollment [is] needed."*	• The structural budget gap elimination plan report indicates district footprint as one of the factors impacting the deficit and included opportunities during the negotiation process. The Offices of Accountability, Finance and School Chiefs will: • Assess and project enrollment patterns for the next 10 years through the use of building capacity and school designs (Nov. 2018) • Project enrollment to align resources to each school for necessary staffing adjustments within contractual obligations, staffing allocation will be adjusted to align to student enrollment. Institute a process whereby staffing allocation takes into account chronic absence and attrition. (Dec. 2019) • Conduct an analysis of the allocation and use of resources aligned to the district priorities (Academic Return on Investment/AROI) through the budget planning process to inform 2019-2020 budget decision making (Dec. 2019) • Department managers will have immediate access to budget reports. Assigned budget analysts will conduct a monthly review process to examine resource spending patterns to ensure ongoing alignment to the District's strategic plan and goals including: ○ Data systems will be coded to align with the strategic plan to monitor revenues and expenditures specifically related to the footprint adjustments (Jun. 2019) • Long term planning will align facility capacity to school design and student enrollment. This will reduce variability in the enrollment and staffing	Deputy Superintendent of Administration		Jul. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	NYSED REQUEST FOR ADDITIONAL REVISIONS Please revise the Plan as follows: 1. In the places where reporting has identified an over-allocation of resources, indicate what has been learned about the causes of that problem. 2. Indicate RCSD's plan to prevent over-allocation in the future. Indicate if this will be addressed in collective bargaining or are there other approaches? 3. Identify the plan to re-allocate resources more appropriately. 4. Identify how will this affect staffing levels and service provision over the next 5 years and 10 years.			
11. Develop a long-term financial plan aligned to District instructional priorities and fiscal reality.	RCSD submitted a draft structural budget gap elimination plan to the Board of Education (Nov. 2018) In addition, RCSD Finance will: • Develop a long-term financial plan with Stakeholders (community, principals, parents, staff, and students) input that aligns the District's instructional priorities with fiscal reality. The plan will include: ○ Alignment to the District's strategic plan ○ Financial status of the District, which will be updated on an annual basis ○ Actions to improve the financial strength of the District ○ Fiscal actions/control measures to gain efficiencies and effectiveness in daily operations in order to manage spending ○ Stability in Fund Balance to increase financial strength of the District ○ Sustainability of instructional programs and a review process to incorporate changes as appropriate ○ Recommendations from the Distinguished Educator's report ○ Recommendations for Special Education ○ Recommendations for English Language Learners ○ Investment for FMP Phase III ○ Identified Receivership schools needs ○ Funding for School Climate report (Oct.2019) • Clarify monitoring structures for the Performance Management Team to implement a bi-monthly review process of the instructional priorities to assess the need for modification and revision (Jun. 2019)	Chief Financial Officer	Collaborators: Deputy Superintendents School Chiefs Financial Expert Distinguished Educator	Dec. 2019
12. Develop an addendum to the budget book that gives the community a concise, clear understanding of the budget	During the 2019-20 Budget Process, RCSD prepared an addendum that presents the budget in clear and understandable manner for all readers and available in multiple languages. Addendum will include: • Definitions • Structure of Budget Book • Useful Links to other available resources (June 2019) **NYSED REQUEST FOR ADDITIONAL REVISIONS** It does not appear NYSED's previous recommendation has been addressed.	Chief Financial Officer	Collaborators: Deputy Superintendents	Aug. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	Please revise the action plan as follows: 1. Indicate the plan for Commissioners and the CFO to create a presentation on District fiscal health to help the community understand how this year's budget fits into the context of improving the long-term financial and educational stability of the District. 2. Identify when this presentation will be made.			
13. Require Board Resolutions with potential significant fiscal implications be accompanied by a cost analysis.	• Establish parameters for resolutions that need to have an accompanying cost analysis. The analysis will include the cost of the resources required in the resolution, the timing of the service or work to be performed, expected deliverable (s), and the evaluation of the service or work. The Finance Department will work with the department manager or principal submitting the resolution to ensure all the necessary factor and cost elements are included in the analysis. This will be done prior to the submission of the resolution to the Internal Controls Specialist, which is about four weeks before the Board Business Meeting. The cost analysis will be discussed with the Board in the mid-month meeting which is one to two weeks prior to the Monthly Business Meeting (Jun. 2019) • Create protocols and analysis templates to be used to perform cost benefit analysis and costing of resolutions as appropriate. The template will include, but not limited to, the following: ○ The name and signature of the individual submitting the resolution ○ The name and signature of the Finance representative performing or reviewing the cost analysis ○ The Executive Cabinet member authorizing the resolution to be moved forward to the board ○ The CFO review and approval if amount is over a $100,000 threshold ○ The dates when each individual signed off on the cost analysis ○ The analysis performed along with the alignment to the Districts strategic plan and long term fiscal impact ○ Conclusion and recommendation (Jun. 2019) • Provide professional learning and support with department managers to perform the cost analysis. The Finance Department will schedule several training sessions from July through September of 2019 to provide opportunities for department managers and principals to understand the new process (Jul./Aug. 2019)	Chief Financial Officer	Collaborators: Deputy Superintendents	Sept. 2019

Action Plan: Parent and Community Engagement

Parent and Community engagement are vital to the success of RCSD. As such, this section of the Action Plan addresses a robust parent engagement model operationalized at the building and Central Office levels. It is imperative that those who have the responsibility to foster high levels of parent engagement are permitted to expend their time and energy doing just that. In addition, we must establish clear reporting lines and accountability standards to ensure that all expectations and protocols are essentially met. Finally, formal structures designed to engage families must be inclusionary, meaningful, and helpful to the families and students we serve.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Develop success metrics for the role of the parent liaison.	Parent liaisons will be held accountable for spending 95% of their time with direct engagement with parents and 5% dedicated to the school Emergency Management Team. Home School Assistants will be held accountable for spending 85% of their time working directly with parents—phone, in person or electronically. 15% of their time will be spent supporting the collection of pertinent data e.g., attendance or in support of college applications (FAFSA).	Deputy Superintendent of Teaching and Learning and Chief of Human Resources		Jun. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	RCSD will: • Distribute job description for Parent Liaisons and Home School Assistants to all building staff, including principals (Jun. 2019) • 100% of schools will have a Parent Liaison or Home School Assistant assigned. Their supervisor will be their respective School Principal • The success metrics will be as follows: ○ 100% return calls to parents within 24 hours ○ Positive results per parent surveys ○ Ability to connect parents with community services **NYSED REQUEST FOR ADDITIONAL REVISIONS** Further revisions are required to the action plan to address previous feedback and the DE's findings and recommendations. The DE's finding: "*the roles and responsibilities of this position varies greatly from school to school. In some cases, the engagement of parents does not seem to be the liaison's primary focus*" is unlikely to be addressed by the proposed plan. While the action plan specifies that 95% of parent liaisons' time will be spent with direct engagement with parents and that 100% of parent calls will be returned within 24 hours, little is offered to define what liaisons would do during the 95 percent of the time they interact with parents, and nothing is outlined to support liaisons' need to initiate actions with parents that would strengthen engagement. The success metrics added are not fully defined and would likely result in roles and responsibilities for parent liaisons to continue to vary greatly from school to school, as identified by the DE. In addition, the DE's finding that Parent Liaisons are pulled from engagement duties to other assignments may continue to occur if principals are the supervisors of the Parent Liaisons. To ensure this does not continue, clearer expectations regarding the Parent Liaison and Home School Assistants are necessary. Please revise the action plan as follows: 1. Identify that all Parent Liaisons and Home-School Assistants will have defined, quantifiable goals connected to proactively engaging parents. Examples can include improving survey results, offering specific number of workshops, or increasing parent attendance at specified events. 2. Identify that the Principal will conduct a review of these goals at the end of the year with the Parent Liaison/Home School Assistant AND with the School Chief supervising the Principal.			
2. Set consistent expectations for and define the job responsibilities of parent liaisons. The liaison's work should be focused on improving family and community relations. School chiefs must monitor this work to ensure that parent liaisons are properly used.	RCSD has recently revised the job description for the parent liaisons. To reinforce the expectation for how Parent Liaisons and Home School Assistants are to spend their time, RCSD will: • Implement a 10-week report submitted by Parent Liaisons/Home School Assistants to the Office of Parent Engagement, and share with school chiefs (Sept.2019) • Hold school principals accountable for the appropriate use of these staff members' time and the outcomes of increased parental involvement and student attendance (Nov. 2019) The School Comprehensive Education Plan will include benchmarks and goals for attendance. The Office of School Chiefs will continue to monitor parent involvement using the following criteria:	School Chiefs	Deputy Superintendent of Teaching and Learning	Sept. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• School Comprehensive Education Plan Signatures • School Base Planning Team Parent Involvement - Review of minutes and attendance at meetings • Parent Teacher Association Membership Office of School Chiefs will hold principals accountable for the following: • Reviewing monthly Parent Liaison logs that are submitted to the Office of Parent Engagement and capture the following: ○ Phone calls ○ Home visits ○ Parent meetings ○ School events ○ Attendance initiatives NYSED REQUEST FOR ADDITIONAL REVISIONS Additional revisions are required to fully address the feedback and the DE's findings and recommendations. The DE noted: "*Many reported negative experiences with school staff whom parents felt had been rude in some interactions. This made parents feel unwelcome, resulting in their disengagement from the District*" and recommended that the district ensure that family liaisons' work is focused on "*improving family and community relations*." The district plan lacks any mechanism to determine if family and community relations are improving. The district must ensure that the surveys it conducts with parents are used as a means of identifying improved relations at the school-level and at the district-level. Please revise the action plan as follow: 1. Identify the expectation that the parent survey tool is used as a means of identifying parent perceptions and determining where improvement is needed. 2. Identify the expectation that discussions about parent survey results are incorporated into the performance review process of principals, parent liaisons, and home-school assistants. These discussions are important to gauge the effectiveness of parent outreach efforts and should not override existing collective bargaining agreements.			
3. Restructure the PAC to increase transparency and parent participation. Below is a process for consideration: a. Establish a Parent and Teachers Organization (PTO) Presidents Council, which will comprise the elected president of each school's PTO. The Council should meet quarterly to discuss the District's priorities.	RCSD will: • Review Policy 1900 to identify for roles and responsibilities of PAC (Mar. 2019) • Analyze practices and processes engaged by PAC to ensure alignment with Board of Education policy (Apr. 2019) • Submit a proposal from Superintendent to the Board of Education to review or revise the policy regarding Parent Advisory Council (PAC) • Hold meeting with Board Officers, Superintendent and PAC members to review the policy and regulation 1900 • Determine bylaws for consideration by BOE and review documents following Board discussion (Jul. 2019)	Board of Education Superintendent		Sept. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
b. Have the PTO Presidents Council nominate members to serve as officers on the PAC and conduct an election. PTO Council will serve as an advisory body to PAC. c. Have the PAC develop new bylaws, including term limits for its officers. d. Post all minutes.	• The Parent Engagement Policy will be given to each school principal and placed on their PTO/ PTA September 2019 meeting agenda for review and discussion • The PAC meeting minutes are published on the District website to better ensure transparency • Information will be distributed at the June 2019 Families in the Park event • An advisory council consisting of PTA and PTO Presidents will be coordinate to begin in September. Consistency of meeting times will be determined at that time • Convene a round table with PTO and PTA presidents to review the District's priorities regarding parent engagement and their perspectives as parents of RCSD students (Jul. 2019) • Engage the round table and officers of the advisory councils to provide feedback for the Office of Parent Engagement to assess its effectiveness (Aug. 2019)			
4. Create a subcommittee of the Bilingual Council to focus on the needs of non-Spanish speaking ELLs.	Based on planning meetings with parents and the Bilingual Educational Council, it was determined that an independent committee be established to focus on the needs of non-Spanish speaking ELLs. The RCSD will establish an independent Multilingual Parent Advocacy Council. Parents will provide input into the design of the committee with support from Home School Assistants, Parent liaisons and administration. • Department of Multilingual Education (DOME) with the Office of Parent Engagement (OPE) will work in collaboration to support parents of non-Spanish speaking ELLS: To recruit members to serve on a multilingual parent committee with recruitment efforts – Flyers in home languages, advertise through communications department, and leverage District resources i.e. Home School Assistants, Parent liaisons, SBPT, teachers and administrators. (Jul.2019) • Parent council will set agendas, request speakers, and areas of focus • DOME and OPE will schedule speakers, copy agendas, distribute flyer to schools and around the city, place robo-calls, set up refreshments, sign-up sheets and contact lists • DOME and OPE will track number of parent attendance, monitor number of complaints and solutions provided, conduct surveys on parent satisfaction with solutions to issues presented to the multilingual committee • Create a survey for student program satisfaction • The District will respond to the needs presented by the Multilingual Committee. DOME and OPE leadership as well as members of the executive cabinet attend monthly meetings and address concerns. Unresolved issues will be brought back to the District's Executive Cabinet for solutions. The Multilingual Committee will have access to report to the School Board on a monthly basis (Sept. 2019)	Deputy Superintendent of Teaching and Learning Department of Multilingual Education (DOME)	Collaborator: Bilingual Education Council Office of Parent Engagement Communications Department Home School Assistants and Parent Liaisons	Oct. 2019
5. Develop a comprehensive parent engagement plan	RCSD will: • Work collaboratively with officers of PAC, Bilingual Education Council, the Presidents' Advisory Council and the Special Education Parent Advisory Council to review and revise the Parent Engagement Plan • The Plan will be translated in all languages where there are 20 students or more that speak those languages • Parent meetings will be held at schools where there is a significant percentage of students who speak languages other than English. The Parent Engagement Plan will be presented in their native languages	Deputy Superintendent of Teaching and Learning	Smart Phone APP	Aug. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	NYSED REQUEST FOR ADDITIONAL REVISIONS Additional revisions are required to address the feedback and the DE's findings and recommendations. The DE wrote, "*Parents and community members reported concerns about racial inequality. Some parents have felt unwelcome in schools and believe this stems from racial bias within the system*." This finding has yet to be addressed. Please revise the action plan as follows: 1. Specify how the district will address parent perceptions of racial bias and inequality, either through the Parent Engagement Plan or through a different process.			
6. Have the Superintendent attend meetings of the Chamber of Commerce Education Committee. This will help establish a strong partnership with the business community, which can be leveraged to garner greater resources for the District.	• RCSD will: Include Rochester Chamber of Commerce schedule in the Superintendent's calendar for consideration by the permanent Superintendent, taking into account the cost of membership and its value to the RCSD (Jul. 2019) • Attend Chamber of Commerce meetings and appropriate sub-committee meetings to further build community partnerships (Dec.2019) **NYSED REQUEST FOR ADDITIONAL REVISIONS** As written, it does not appear that the district values the Superintendent attending meetings of the Chamber of Commerce Education Committee in order to establish a strong partnership with the business community, which can be leveraged to garner greater resources for the District. Please revise the action plan as follows: 1. Remove the phrase "*taking into account the cost of membership and its value to the RCSD*."	Superintendent Deputy Superintendent of Administration	Chamber of Commerce Calendar Collaborator: Director of Strategic Partnerships	Dec.2019
7. Seek internship opportunities for students within the business community.	The Department of Career and Technical Education, Career Pathways, and Work Based Learning Coordinators place students in internships and Work-Based Learning opportunities. It has a goal to increase the number of school/business internships by 20% (Jul. 2020) Action steps will include: • Pursue business partners to develop opportunities for students in paid and unpaid work experiences • Increase internships and work-based experiences via unregistered and registered work-based learning programs. ○ Registered programs are General Education Work Experience Program (GEWEP), Co-ops/CTE experience, and Career Exploration Internship Program (CEIP) ○ Unregistered programs are job shadowing, community service, service learning, etc. • Provide training to secondary school designees on the new NYSED/RCSD Work-based Learning Manual (June 2019) • Provide training to secondary school designees to accurately track hours in the new PowerSchool system (Sept.2019) • Establish opportunities and criteria for work-based learning (WBL) hours transferable to students' transcripts (Jul. 2020) • Continue to offer Summer Internships for high school students	Deputy Superintendents	Collaborators: Executive Director of Career and Technical Education Director of Youth Engagement and Cultural Relations Director of Strategic Partnerships	Jul. 2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	(Jul. 2019) • Provide informational sessions for the Parent Advisory Council on the NYSED/RCSD work-based learning manual; on the different WBL opportunities available for students; on the linkage of WBL hours to graduation pathways; on employment opportunities and pre-apprenticeship programs; and on the role of WBL Coordinators in high schools. WBL Coordinators in secondary schools can conduct informational sessions on the aforementioned topics at school-wide/PTO events (Jul. 2020) **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please revise the action plan as follows: 1. Identify in the plan the most recent data concerning how many students participated in school/business internships and the specific target for 19-20 that would represent a 20% increase.			

Action Plan: School Climate

Students, parents, and school professionals each have a unique role in creating a safe (physical and emotional), caring and engaging environment that nurtures social, emotional, civic, and academic growth for all students. Today, school administrators and teachers alike recognize and embrace the fact that we need to support the whole child in order to embed a love of learning that will be transformational in an individual student's life. As well, our schools are a primary building block of strong communities where students, families and educators can grow together, feel connected, supported and interdependent in preparing each generation to confront the world's challenges and share its opportunities. The action items detailed below provide steps the District will take to continue to build a school climate that is conducive to the health, safety, and success of all children.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Improve relationships among all stakeholders by establishing the Community Engagement Team to review pertinent data (e.g., school climate survey data, chronic absenteeism rates, incidents related to VADIR and DASA reporting) and develop an action plan to address any areas that need improvement. As stated in the 100-Day Plan: School Climate Report, *"The CTF's [Community Task Force on School Climate] overarching recommendation was simple, yet nuanced—positive relationships must be restored and built between all members of the school community, within Central Office, and between* Central Office and school buildings."	RCSD will establish a District Community Engagement Team (DCET) based on guidance from NYSED on school level CET teams. The process will: ○ Identify members (Mar. 2019) ○ Co-construct mission and vision (May 2019) ○ Clearly define roles and procedures for monitoring School and District Climate indicators (Jun. 2019) In addition, DCET will provide recommendations regarding school climate quarterly to inform the DCIP (October, January, Apr., Jul., beginning in the 2019-20 school year)	Chief of Student Support Services and SEL		Jul. 2020
2. Ensure that the resources, supports, structures, and practices that promote a restorative philosophy and positive school climate are in place in every school	• Train administrators in Restorative discipline and practices at the Jul. 2019 Leadership Summit by the Office of Student Support Services (Jul. 2019) • Develop a restorative practice leadership team to become a resource and support for their school building (Sept.2019) • Restorative practice leadership team will set targets with their restorative liaison for improvement in school climate that will be reviewed quarterly using survey data and other data such as chronic absenteeism and suspension information to monitor progress toward improvement in school climate. (2019-2020 school year beginning in Oct.) • Quarterly, the targets and progress will be submitted to the Office of Student Support Services and the Community Engagement team for review. (2019-2020 school year beginning in Oct.) • Provide support throughout the school year during monthly PLCs facilitated by the Office of Student Support Services (Yearly, October-Jun.)	Chief of Student Support Services and SEL	Collaborators: Office of Finance School Climate Advisory Committee Report	Aug. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• Assess accountability for implementing restorative practices proactively and responsively through Principal and school team attendance at monthly PLCs and quarterly reporting of data that supports implementation (Ex. Mediation logs, Help Zone data, School Climate/Restorative Practice Walkthroughs*, Appreciative Inquiry* (see attached) (2019-2020 school year beginning in Oct.) • Submit school calendar of events to School Chief (Sept.2019, annually) • Ensure master schedules include structured times for community building in classrooms through Restorative Practices framework provided by Office of Student Support Services (Aug. 2019, annually) • Identify a member of the Restorative Professional Learning Community team for each school as Restorative Practice Champion (Aug. 2019)			
3. Develop a plan to implement the recommendations from the Advisory Special Committee on School Climate	Advisory Special Committee identified 4 areas for implementation: Help Zones • Coordinate all Help Zone contracts and procedures through the Office of Student Support Services & SEL to ensure coherence and fiscal accountability (Jul. 2019) Student Voice and Agency • Student leaders will be identified from each school, through referrals from peers, parents, community members, and school personnel (2019-2020 school year beginning in Oct.) • Coach and train student leaders through Office of Student Support Services and the Department of Youth Engagement during District early release days (Early release days 2019-20) • By the end of the 2019-2020 school year, each school in the RocRestorative program will have a group of 8-25 students trained in a developmentally appropriate element of restorative practices. Initial training will consist of two days, 3 hours each for K-6, and 6 hours each for 7-12. Following those trainings, students will meet bi-weekly with support to continue development of restorative skills and to plan and reflect on opportunities to use those skills • Currently, the Office of Student Support Services has designed the following trainings to be offered to students: • **RocRestorative Student Leaders:** Students are taught and trained in the restorative mindset and language. Equipped with the knowledge and language, students work to assess and engage their school communities through a restorative lens. This is accomplished by school climate assessments and Bright Spots assessments completed by students. In addition, students will develop action plans around student-created solutions to support a more restorative community. • **RocRestorative Circle Keepers:** Students are trained to facilitate community building circles and to seek others meaningful ways to build community in their classrooms, school, and community. • **RocRestorative Responders:** Students are trained in restorative language, restorative questions, and active listening to be assistants in the help zones. These will be help zone responders- not mediators, who simply listen	Chief of Student Support Services and SEL	Collaborators: Office of Finance School Chiefs School Climate Advisory Committee Report	Sept.2020

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	to their peers and work with them toward restorative solutions. Students can also be engaged in the work of restoring peers to the community when harm has occurred. • The Office of Student Support Services will work with each building's restorative leadership to coordinate restorative student trainings. . (2019-2020 school year beginning in Oct.) • Create an annual Youth Summit focusing on topics and issues as identified by students (May 2019) Implicit Bias Education • Offer professional Learning four times per year through True North Logic (Aug., Nov., February, May) • Focus on specific strategies to build capacity toward reducing implicit bias through monthly PLCs with representatives from the school level (Sept.2019) SEL & Trauma Responsive Practice • Explore opportunities for SEL Coordinators aligned to each network to: ○ Support the TIG response team and respond to traumatic events in the community ○ Provide trauma education district wide ○ Assist with curriculum development for the new Mental Health in Schools Law for K – 3 (Jul. 2019) • Coordinate Office of Student Support Services and SEL to work with content area Directors to embed SEL competencies into current curricula (Jun. 2020)			
4. Continue with anti-bias training but ensure that it leads to specific changes in behavior and teaching and leadership practices	RCSD will continue to: • Educate and engage school leaders in the practice of identifying, addressing, and reflecting on implicit bias observed in classrooms, curriculum, and school environment (Mar. 2019) • Focus activities led by the Office of Student Support Services at operational principal meetings (Readings, videos, etc.) for leaders to practice identification of implicit bias and how they would respond to facilitate a change in behavior (Beginning Mar. 2019) • Collaborate with the NYU Metro Center for Research on Equity and the Transformation of Schools Technical Assistance Center on disproportionality indicators of behavioral changes in teaching. Indicators may include: ○ Enrollment in Advanced Placement and International Baccalaureate classes ○ Referrals to committee for special education ○ Suspensions (Sept.2019)	Chief of Student Support Services and SEL	Collaborators: Office of Finance School Chiefs NYU Metro Center for Research on Equity and the Transformation of Schools Technical Assistance Center on Disproportionality	On-going (Jun. 2020)

Action Plan: Operations

An organization's success depends on competent management of its operational systems. The RCSD Office of Operations is comprised of the Facilities, Capital Improvement Program, Transportation, Safety and Food Service Departments. The Office of Operations collaborates with other offices and departments to ensure that each school, program and facility need is provided with high-quality service. This section of the Action Plan addresses our steps to improve transportation systems, re-negotiation of service contracts, and collaboration among key stakeholders. As a result of implementing the actions steps listed below, District Operations will better serve our students, families and schools.

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
1. Analyze the recommendations from the Pupil Transportation Safety Institute's report and decide which merit implementation.	The District analyzed all the recommendations under previous Superintendent Barbara Deane Williams. The district selected the options that best fit our current transportation model. There were other variables that prevented the implementation of all of the items, including: financial impact and timeline feasibility. Recommendations from the PTSI that aren't currently in the plan will continue to be reviewed for practicability. The district will continue to implement or adjust transportation recommendations as they align with service requirements. Since the response was first submitted the status of these items has changed. • Bus Lift: Complete (Apr. 2019) • Routing Software Project: upgrading routing transportation software that aligns with our PowerSchool upgrade (Jun. 2020) Steps will include: 1. Analysis of Software programs and Software January/February 2019 2. Selection of Software March/April 2019 - The district has chosen to continue with the current vendor for our routing software. The vendor is Trapeze 3. Trapeze will continue to provide on-site feedback and on site presentations to our transportation team and the Information and Technology Team 4. Purchase of update software July / August 2019 5. Software installation anticipated date November/December 2019. The date is contingent on the full roll out our updated Student Information System summer and Fall of 2019. Information and Technology Department will provide installation timeline 6. Software Training March/April 2020 7. Test Database April/May 2020 8. Launch May/June 2020 • Renegotiated transportation service contracts; contract extensions were submitted and approved by the BOE May 2019 Contract extensions would commence July 1 of 2020 and Conclude June 30 of 2025 **NYSED REQUEST FOR ADDITIONAL REVISIONS** RCSD should revise the plan to ensure that it addresses each of the PTSI recommendations below by revising its action plan, or submit to NYSED an explanation as to why each of the following PTSI recommendations below was not addressed:	Chief of Operations	Collaborators: Deputy Superintendent of Administration, Chief Financial Officer Director of Transportation	Nov. 2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	1. Negotiate the 2020 RTS subsidy agreement to more closely reflect the public adult fare. *4. District should return to a school bus replacement schedule of 10 new purchasing schedule as soon as possible* *6. Rochester Board of Education should consider adoption of a neighborhood elementary schools policy to promote potential increased efficiency and cost-effective transportation, with the exception of licensed day care centers* *7. A review of overly restrictive conditions in IEPs should be performed in Phase III of this study* *8. Place children who move from zone to zone in a school located in the new zone of residence* *9. Except for licensed Day Care Centers, limit transportation to and from babysitter located in the zone of residence* *10. Arrange bell times of elementary schools on a two-tiered schedule as proposed for 2017-18 Elementary Schools Time Schedule 3* *11. Transport all K-6 pupils and those 7-12 pupils living more than 1.5 miles from the school.*			

2. Conduct an in-depth assessment to develop strategies to solve the student transportation problems that emerged at the beginning of the school year.	The Chief of Operations and Chief of Transportation conducted an extensive analysis and assessment of the issues that arose in Sept. 2018. The analysis revealed National Express Transportation was operating at an unacceptable capacity. A review of its systems, structure, and staff identified significant inefficiencies and led to the following actions:
	(October-Dec.2018)
	• National Express Transportation has submitted a corrective action steps to update systems and equipment
	• RCSD monitors the submitted corrective action steps
	(Monthly)
	• RCSD will convene a working group that will be created to align internal processes of Specialized Services, Transportation, Office of Student Equity and Placement, and IM&T
	(Will meet monthly Mar. 2019-Jul. 2019, and weekly as the school year approaches)
	• All senior leadership of the local National Express office were terminated for cause
	(Nov. 2018)
	• To ensure smooth, efficient and effective transportation systems the District has:
	  • Assigned Directors to meet monthly with contractors to address service issues. Documentation is provided from an internal daily record keeping process of such issues.
	  • Assigned Directors to meet with new senior leadership to address expectations not only with service but also requirements for all state agencies. Specific business contract language reiterated to both parties.
	  • Utilized the communication and transmission of data is primarily through Mapnet. This district based web application allows both the district and the contractors to view and have access to pertinent student information. It also provides a platform on a daily screen for contractors to input notification of a bus route
		Chief of Operations		Dec.2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	service issue. Bus routes and student information can only be updated or changed by specific district personnel. • Maintained student information for pickup and drop off in the Mapnet system. Carriers are strictly forbidden to pick up or drop off students at any location other than what is in this system unless prior authorization is given from a district official. Student information is based on PowerSchool which is input by the schools. • Hired an Assistant Director responsible for auditing contractors' driver files, training files, mandatory NYSED requirements and driver rosters. Carriers are prohibited from hiring any staff, drivers, or bus attendants without prior district approval. • RCSD will continue meetings with members of BOCES 1 & BOCES 2 to discuss concerns and plan for both ESY and 2019-20 school year			
3. Put effective systems in place to prevent crises from occurring.	The District will engage in and improve practices to better address the needs our schools and students. Relative to supporting students, the RCSD has made strides in supporting the social and emotional needs of our students through SEL initiatives and restorative practices. The impact of these practices is demonstrated by the NYSED recognition of decreased disproportionality and out of classroom time. Further action must be taken overall to improve the operations and systems that support the safety and wellness of our schools and students. Actions include: • Communicate with families about the importance of address change reporting during summer months via end of year report cards (Jun. 2019) • Advertise, on District website and social media, the importance of address change reporting during summer months (Jun. 2019) • Train district clericals during summer months on correct data entry (Aug. 2019) • Post summer hours for all schools and programs on school and District websites (Jun. 2019) • Conduct summer robo-calls from Communications reminding families of school opening and the need to report address and contact changes (Jul. and Aug. 2019) • Review and confirm all special education placements by Office of Specialized Services • (Jul. 2019) • Conduct assessment of current student safety, school operations, and Crisis Go • Analyze all data related to school climate and crises for trends such as ○ Crisis Go ○ Suspension ○ Attendance ○ Building level surveys (Apr. 2019) • Communicate common procedures to Administrators that will support crisis prevention and response based on recommendations from key stakeholders (Jul. 2019)	Chief of Operations		Sept.2019

RECOMMENDATION	ACTION ITEM	RESPONSIBLE PERSON(S)	RESOURCE(S) NEEDED	END DATE
	• Communicate common procedures at the first Superintendent's Conference Day to the school community that will support crisis prevention and response based on recommendations from key stakeholders (Sept.2019) • Develop a school safety and climate rubric to set expectations and provide progress monitoring for each school (Progress monitoring for each school will take place quarterly in Aug., October, January, and Apr.) **NYSED REQUEST FOR ADDITIONAL REVISIONS** Please revise the action plan as follows: 1. Indicate the specific strategies that will ensure proposer supervision during the loading and unloading process. 2. Identify the specific procedures to be implemented during a crisis. 3. Identify specific procedures to be implemented following a crisis to ensure future crises are prevented.			
4. Ensure that standard operating procedures are clearly understood and followed. All departments and schools should document their standard operating procedures in writing and make them easily available. It is particularly important the schools have and follow procedures relating to daily arrival at, attendance in, and dismissal of students from school.	Each school and office/department is required to submit updated operating procedures to the Deputy Superintendent of Administration. (Yearly prior to Jul. 1, beginning Jul. 2020) Action items include: • Create clear guidelines for items and procedures • Create a template for offices and departments to use as guidance for written procedures (Jul./Aug. 2019) • Create a tiered Implementation ○ Phase 1- Critical School Based Support Systems- NYSED mandates i.e.: attendance, receivership (Jul. 2019) • Phase 2- Critical Central Office Support System i.e.: payroll, procurement (Oct.2019) • Collect and inventory all documents (Jul. and Oct.2019) • Create a repository for all office and department procedures (Apr. 2019) • Post all documents and communicate district wide (Nov. 2019)	Deputy Superintendent of Administration and Strategic Partnerships		Jun. 2020