

ROCHESTER CITY SCHOOL DISTRICT PROPOSED
ACADEMIC AND FISCAL PLAN
2025–2026
FINAL

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State Monitor

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July 31, 2025

Vision

Activating DREAMS & unlocking POTENTIAL.

Mission

We cultivate a culture of ACADEMIC EXCELLENCE for all and a community of EMPATHY, EQUITY, and ACCOUNTABILITY that empowers students to succeed beyond graduation.

2023-2028 BOARD GOALS

1. Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.
2. All students reading by third grade - increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.
3. Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.
4. Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.

Academic Plan

Turnaround Leadership

Long-Term Goals/Outcomes	Strategic Plan Priorities/Goals	Recommendation	District Evidence
The superintendent of schools (the superintendent) shall be provided with feedback and receive a formal evaluation by July 2026.	Relevant to all five district's priorities.	<p>A-1: The Board of Education (the board) shall support the new superintendent of schools to ensure a positive transition in leadership in the Rochester City School District (RCSD).</p> <ul style="list-style-type: none"> • Provide meaningful feedback, aligned to the superintendent's goals for the 2025–2026 school year. • Complete a mid-year evaluation by January 2026 and annual evaluation by July 2026. 	
By June 2026, all members of the board and the superintendent shall complete the governance training model from the Council of Great City Schools (CGCS).	Relevant to all five district priorities.	<p>A-2: The board shall continue the implementation of the Council of the Great City Schools Districts governance model adopted during the 2023–2024 school year.</p> <ol style="list-style-type: none"> 1. All the commissioners and the new superintendent shall participate in the training. 2. All the commissioners shall complete a self-evaluation annually aligned with the new governance model. 	
To improve and stabilize the effectiveness of the board.	Priority 5 Operational, Efficiency/Excellence	<p>A-3: The board shall engage in professional development with NYSSBA related to duties and expectations for elected board members in New York State.</p> <ol style="list-style-type: none"> 1. The board shall participate in a retreat to work on rebuilding fractured interpersonal relations, to ensure the board continues to focus on improving student outcomes in the RCSD. 	
To improve and stabilize the effectiveness of the board, the board will be able to understand	Priority 5 Operational, Efficiency/Excellence	A-4: During the 2025–2026 school year, the board shall continue to:	

<p>and practice the balance between oversight and micromanagement.</p>		<ol style="list-style-type: none"> 1. Conduct board meetings in a manner that is transparent and consistent with the Open Meetings Law, district policy and board by-laws. 2. Begin all business meetings and special meetings with a roll call for attendance. Commissioners not in attendance shall be excused for valid reasons. 3. Be fiscally responsible with all district resources. 4. Ensure all hiring and personnel decisions made by the superintendent are based on district, school, and student needs and ensure that the justification for hiring personnel includes evidence of a candidate’s certification eligibility and suitability to effectively perform the duties of the position. 5. Make decisions that are aligned with the district’s goals. 	
<p>The percentage of tested students in grades 3-8 who are proficient on the New York State (NYS) English Language Arts (ELA) assessment will increase from 16% to 20% by June 2025. The number of students earning five or more credits in 9th grade will increase from 70% to 90% by June 2028.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-5: Continue the implementation and assess progress towards meeting the SMART goals adopted by the board during the 2023–2024 school year to improve student achievement and increase graduation rate.</p> <ol style="list-style-type: none"> 1. The board shall monitor quarterly progress towards attainment of the academic goals. 2. The superintendent shall share with the board quarterly data towards achieving the goals. Data shall include: <ul style="list-style-type: none"> • i-Ready Data • Course passing rate after each marking period for 9–12 students. • Attendance (Students and staff) 	

		<ul style="list-style-type: none"> • Common Formative Assessments (The CFAs should be aligned to the standards) • I station • LAS LINKS • Core Knowledge Language Arts (CKLA) Post Assessment 	
The district shall have a successful transition of the East schools back to the district.	<p>Priority 1: Instructional Excellence: Preparing Students for Life</p> <p>Priority 4: Strengthen School, Family, and Community Engagement</p> <p>Priority 5: Operational Efficiency/Excellence</p>	<p>A-6: The Chief for East Upper School and East Lower school shall monitor the implementation of the transition plan between the RCSD and the East Educational Partnership Organization (EPO) to return the schools to the RCSD for the 2025–2026 school year.</p> <ol style="list-style-type: none"> 1. The Chief for East Lower and Upper Schools shall present quarterly to the board regarding the implementation of the plan. 	
To continue to improve their practice, all cabinet members shall have a formal evaluation completed by June 2026.	Relevant to all five district's priorities.	<p>A-7: Central Office cabinet members' evaluations shall be initiated no later than 45 days following the first day of the school year.</p> <ol style="list-style-type: none"> 1. Central Office cabinet members' evaluation schedule and goals should be ready for review by October 31. 2. Central Office cabinet members' evaluations shall be explicitly aligned to the goals and metrics outlined in the new RCSD Strategic Plan and completed by the end of the school year. 3. The superintendent shall determine the tool that shall be used for the evaluation of the cabinet members. 	
Reduce the number of existing schools in receivership from 6 to no more than 4 by June 2026.	Priority 1 Instructional Excellence: Preparing students for Life	A-8: The new superintendent shall continue to exercise powers allowed under Education Law 211-f and Commissioner's Regulations 100.19. Implementation of the laws and regulations should be examined with an	

		<p>intent to exercise the powers of the superintendent by August each year.</p> <ol style="list-style-type: none"> 1. The superintendent shall limit the enrollment in all the schools in receivership after BEDS Day in October. True up the staffing of the building for all staff (including administrators) to align with the BEDS enrollment. 2. The placement of new students shall have the approval of the chief of the school. 3. Continue to include in the budget funds to provide instructional and financial support to the receivership schools. 	
Increase the graduation rate in the RCSD from 67% in June 2023 to 70% by June 2026.	<p>Priority 1 Instructional Excellence: Preparing Students for Life Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2029</p>	<p>A-9: School leaders and district administration shall monitor the percentage of students who are completing five (5) or more credits by the end of every school year.</p> <ol style="list-style-type: none"> 1. School and district leaders shall monitor the course passing rate at the end of each marking period. 2. Passing rate data shall be shared with the board after each marking period. 3. Intervention strategies for students not passing the five credits shall be shared with the board. 	
Talent Development			

<p>By June 2026, employment engagement in professional development activities will improve as evidenced by a 3% increase in participation rates and participant feedback, as compared to the 2024–2025 school year.</p>	<p>Priority 3 Recruit, Grow and Retain</p>	<p>A-10: The Human Capital Department shall strengthen recruitment efforts by ensuring all new teaching employees meet NYS certification requirements.</p> <ol style="list-style-type: none"> 1. The Human Capital Department should develop and implement a comprehensive and meaningful orientation for all new employees, approved by the executive cabinet. 2. New employees shall participate in the orientation within two weeks of employment. 3. The Human Capital Department, in collaboration with the Teaching and Learning Department, shall provide professional development opportunities for the staff on the RCSD core values. 4. The Human Capital Department and the Teaching and Learning Department shall provide professional development to the building leaders on effective leadership and management skills. 5. The Human Capital Department shall monitor the certification status for all employees and provide a quarterly report to the executive cabinet, State monitor and the fiscal consultant. 	
<p>By June 2026, employee engagement in professional development activities will improve as evidenced by a 3% increase in participation rates and participant feedback, as compared to the 2024–2025 school year.</p>	<p>Priority 2 Provide Healthy, Joyful, and Inclusive School Culture and Climate</p> <p>Priority 3 Recruit, Grow and Retain</p>	<p>A-11: The district administration shall implement a comprehensive professional development plan, and a companion program evaluation instrument aligned to the new RCSD Strategic Plan to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students. The district shall demonstrate 90% of staff attendance at mandated professional development sessions. The professional development plan shall include the following components:</p> <ul style="list-style-type: none"> • Instructional Excellence: Preparing Students for Life • Provide Healthy, Joyful and Inclusive School Culture, and Climate 	

		<ul style="list-style-type: none"> • Recruit, Grow, and Retain • Strengthening School, Family, and Community Engagement • Operational Efficiency/Excellence <p>The district administration shall adhere to the following:</p> <ol style="list-style-type: none"> 1. Submit to the State monitor an annually updated systematic professional development plan for approval by the State monitor by July 31 for the subsequent school year. 2. Submit an annually updated program evaluation instrument by July 31 for the subsequent school year. 3. The district should use program evaluation indicators quarterly to measure the impact of professional development. 	
The RCSD will develop and implement a Grow Your Own administrator program.	Priority 3 Recruit, Grow and Retain	<p>A-12: In partnership with the Division of Teaching and Learning, the district shall continue to fund and implement a leadership academy for aspiring school leaders. The district administration shall adhere to the following:</p> <ol style="list-style-type: none"> 1. Include a budget line for the leadership academies in every school year budget. 2. Submit a copy of the goals, purpose, and scope of work and evaluation tool to the State monitor for review and approval for each academy annually by December 31st. 3. Submit evaluations and progress reports from each academy to the State monitor for review quarterly throughout the duration of each academy. 4. Submit the final report of each academy for evaluation in a format approved by the State monitor at the conclusion of each academy. 	

<p>Increase employee engagement in professional development activities as evidenced by a 10% increase in participation rates and an average feedback rating of 3 out of 4 or higher on professional development activities.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p> <p>Priority 3 Recruit, Grow and Retain</p>	<p>A-13: Continue to provide ongoing professional development to the school leaders on effective teaching practices.</p> <ol style="list-style-type: none"> 1. Analyze the Annual Professional Performance Review (APPR) data and walkthrough data quarterly to identify areas where improvement is needed. 2. Provide professional development opportunities to the leaders aligned with the identified areas based on the Danielson rubric and The New Teacher Project (TNTP) rubric for classroom walkthroughs. 	
<p>By June 2026, an increase of 2% from the 2024–2025 school year in the employee retention rates will be realized through the successful implementation of retention initiatives and employee well-being programs.</p>	<p>Priority 3 Recruit, Grow and Retain</p>	<p>A-14: Continue to provide ongoing professional development to the school leaders on effective teaching practices.</p> <ol style="list-style-type: none"> 1. Annually, beginning October 1, the State monitor, fiscal consultant, superintendent’s designee for Teaching and Learning, superintendent’s designee for Special Education, superintendent’s designee for Staff and Educator Effectiveness, Chief Academic Officer (CAO), and Chiefs of Schools shall conduct a review each month of randomly selected and redacted evaluations. 2. Monthly, starting in November, the district shall continue to submit to the State monitor on the first day of each month evidence, in a format approved by the monitor, detailing: <ul style="list-style-type: none"> • Evaluation completion rate • Actions taken by the district administration in response to evaluation data. • Alignment to professional learning plans • Evaluation trends for teachers, assistant principals, and principals 	

<p>The State monitor shall be included in the selection of the leadership position for schools identified for Receivership.</p>	<p>Priority 3 Recruit, Grow and Retain</p>	<p>A-15: All interviews for school or district leadership positions with any responsibility for oversight of Receivership Schools shall include the participation of the State monitor in the interview and selection process. Evidence of implementation shall be:</p> <ol style="list-style-type: none"> 1. Meeting participation 2. Interview Notes 3. Resumé Reviews 	
<p>Instructional Transformation</p>			
<p>By the end of the summer, the district will see an increase in achievement of the students participating in the summer program.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-16: Continue the implementation of a summer program designed to provide academic, hands-on experience, and credit recovery for the students in the district.</p> <ol style="list-style-type: none"> 1. The administration shall redesign the summer learning program for elementary students including Extended School Year (ESY), aligned with the goals approved by the board. The program shall focus on language/reading development and computational skills. The program shall be offered only in person to the students. 2. By April, communicate with the families in their native language about the programs that will be offered to the students during the summer. 3. The staff selected for the program shall receive professional development on the expectations and components of the program. 4. Assess the students at the beginning/end of the program to monitor learning growth. 5. Submit to the State monitor and fiscal consultant an approved evaluation tool or goals to monitor effectiveness of the program by May 31st. 	

<p>By June 2026, the district will reduce the current chronic absenteeism rate by 5% as compared to the 2024–2025 school year.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p> <p>Priority 2 Provide Healthy, Joyful, and Inclusive School Culture and Climate</p>	<p>A-17: Continue to reduce chronic absenteeism in the district. Students are considered chronically absent if they are absent > 10% of enrolled attendance days.</p> <ol style="list-style-type: none"> 1. The district shall continue to implement effective strategies designed to reduce chronic absenteeism. 2. The staff from the attendance department shall continue to collaborate with the chiefs of schools and the principals to ensure the schools are implementing strategies to increase attendance. 	
<p>The district will ensure that the district’s curriculum is aligned with the latest version of the NYS standards.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-18: The district shall continue to update curriculum materials, aligned to the Next Generation Standards and NYSED requirements.</p> <ul style="list-style-type: none"> • By November 2025, the teaching and learning administration shall present to the superintendent a plan and budget for updating curricular materials for the 2026–2027 school year. • The superintendent shall ensure funding to implement the plan is included in the 2026–2027 school year budget. 	
<p>The district shall use the data to monitor student progress towards meeting the academic goals.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-19: The district shall demonstrate the use of Data Wise model in data-driven decision-making and school and district improvement by minimally using data from the following sources:</p> <ul style="list-style-type: none"> • APPR data • Classroom walkthrough data • Student assessment data • Student behavior data • School Improvement Plans 	
<p>By June 2026, the Office of Bilingual Education and World Languages will be following all the</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-20: The district shall implement and monitor the actions that shall result in resolution of all conditions in the Commissioner’s Regulation (CR) Part 154 Corrective</p>	

<p>provisions of the Corrective Action Plan.</p>	<p>Priority 4 Strengthen School, Family, and Community Engagement</p>	<p>Action Plan imposed on the district by the New York State Education Department Office of Bilingual Education and World Languages (OBEWL).</p> <ol style="list-style-type: none"> 1. By September 2025, the superintendent’s designee shall monitor the established systems and structures to admit all students, specifically newly arrived immigrant students, unaccompanied minors, and English language learners (ELLs) new to the district. 2. implement the standard operating procedures for the registration and placement of bilingual students. 3. the district shall develop, implement and monitor standard operating procedures for students entering/exiting the newcomer program. The procedures must be aligned to the requirements of law and regulations. <ul style="list-style-type: none"> • Teachers in the program shall hold certification in the content area. • The program shall be available to any non-English speaking student. • Students shall be integrated with English speaking students. 4. provide all families with the complete orientation process, which includes the explanation of programming options available to any ELL entering the district, as per Commissioner’s Regulations (CR) Part 154. The various programming options must be presented to all families, no matter what the language is spoken at home. 5. continue to implement and monitor the action plans developed during the 2024–2025 school year to address the State recommendations regarding CR Part 154 audit. 6. submit documentation to the State monitor one week prior to CAP submissions. 	
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<p>By June 2026, the district should have a revised curriculum for implementation during the 2026–2027 school year.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-21: The district shall conduct an audit of the bilingual education and the English as a new language curriculum, to ensure it is aligned to the Next Generation Standards.</p>	
<p>The district will monitor the assessment data to ensure that the district is making progress towards achieving the board’s academic goals.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-22: District administration shall continue to implement the comprehensive assessment program to measure levels of proficiency for content and course standards, English language acquisition, reading level, and college and career metrics for grades Pre-K through 12. A comprehensive assessment program shall be revised and approved annually by April 30 for the upcoming school year, and minimally include the following:</p> <ul style="list-style-type: none"> • name of assessment • purpose and target audience • frequency of administration • strategy for utilizing and sharing data • duration of administration • modality of administration • accommodations for ELLs and students with an Individualized Education Program (IEP). <p>The program should also include commonly used college readiness assessments like Accuplacer, Armed Services Vocational Aptitude Battery (ASVAB), SAT, ACT Advanced Placement (AP), and International Baccalaureate (IB).</p> <ol style="list-style-type: none"> 1. Funding for all assessment tools included in the comprehensive assessment program shall be included in the RCSD budget every year. 2. The district administration shall submit to the monitor assessment data and marking period data within 15 days of the availability of the assessment data and 15 days within the end of the due date to finalize grades. 	

		The district leadership shall approve an annual RCSD comprehensive assessment program by April 30 each year.	
The number of students completing five credits by the end of the ninth-grade year will increase by 4%, compared to the 2024–2025 school year.	Priority 1 Instructional Excellence: Preparing Students for Life	<p>A-23: The district administration shall continue the selection process for each year’s incoming ninth-grade cohort to:</p> <ol style="list-style-type: none"> 1. Become more family and student friendly. 2. Include more family and student involvement. 3. Better align with the budget and staffing schedule. <p>The district administration shall provide annually within 45 days of the lottery closing for participants detailed information to the State monitor about the lottery, including, but not limited to:</p> <ul style="list-style-type: none"> • The number of available seats in the lottery by school. • The number of students participating in the lottery. • The number of students who received their first choice. • Plan for promoting the lottery to all students. • Recruitment actions implemented by school. • Information about the 10% set aside in all schools. <p>The district administration shall provide the monitor with monthly information about the number of students transferred to and from each school for the preceding month.</p>	
By June 2026, the number of students earning five or more credits in every grade level will increase by 4%, compared to the 2024–2025 school year.	Priority 1 Instructional Excellence: Preparing Students for Life	<p>A-24: Annually, district administration shall implement an action plan to address the disproportionately low graduation rates and disproportionally high dropout rates of Black and Hispanic RCSD students. Evidence of implementation shall include:</p> <ol style="list-style-type: none"> 1. Quarterly district dropout rates 	

		<p>2. Quarterly reports on students on track to graduate, which should be shared as follows:</p> <ul style="list-style-type: none"> • Board of Education • State Monitor • Executive Leadership • Chiefs • Principals • PTA/PTO Leadership (N) 	
The implementation of the Multitiered System of Support (MTSS) will be done with fidelity in every school by June 2026.	Priority 1 Instructional Excellence: Preparing Students for Life	A-25: Each school shall continue to monitor the implementation and effectiveness of the school’s MTSS by using the Self-Assessment of MTSS (SAM) tool with the evidence required for each of the following: Leadership, Building Capacity/Infrastructure for Implementation domains and one indicator in the remaining domains.	
By the end of the 2025–2026 school year, the district will see a reduction of the number of schools identified for receivership or CSI.	Priority 1 Instructional Excellence: Preparing Students for Life	<p>A-26: Update the action steps to be taken during the 2025–2026 school year to address 1–2 selected common problems of practice for Receivership, CSI, and TSI schools, for the purpose of school turnaround. The district administration shall annually adhere to the following:</p> <ol style="list-style-type: none"> 1. By October, identify Problems of Practice as areas of focus for low-performing schools. 2. By October, establish professional development and support for schools aligned to the identified problems of practice. 3. Establish monitoring tools and schedule for classroom visits to facilitate the observation and feedback cycle. The data shall be analyzed biweekly and submitted for review by the State monitor. This process shall begin in September. 4. Establish a forum for school and district leaders to examine benchmark data related to problems 	

		<p>of practice on a 4–6-week basis. This process shall begin immediately.</p> <p>5. The district shall maintain a dashboard of leading indicators for all schools. The district shall require school chiefs to report on the progress of their zone schools once a month at cabinet meetings.</p>	
<p>By the end of the 2025–2026 school year, the district shall have addressed all the recommendations in the Special Education Corrective Action Plan.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-27: District administration shall continue to adhere to all provisions of the CAP given to the district by NYSED’s Office of Special Education by adhering to the following:</p> <ul style="list-style-type: none"> • In accordance with §200.4(b)(5), the RCSD must ensure the committee on special education (CSE) and other qualified professionals review existing evaluation data to identify what additional data, if any, are needed as part of an initial evaluation or reevaluation. • In accordance with §200.4(b)(6)(vii), the RCSD must ensure students referred to the CSE for an initial evaluation or reevaluation are assessed in all areas of suspected disability. • In accordance with §200.4(b)(1) the RCSD must ensure that an initial evaluation includes the following: <ul style="list-style-type: none"> ○ a physical examination in accordance with the provisions of sections 903, 904 and 905 of the Education Law. ○ an individual psychological evaluation, except when a school psychologist determines after an assessment of a school-age student, pursuant to paragraph (2) of this subdivision, that further evaluation is unnecessary. ○ a social history. ○ an observation of the student in the student’s learning environment 	

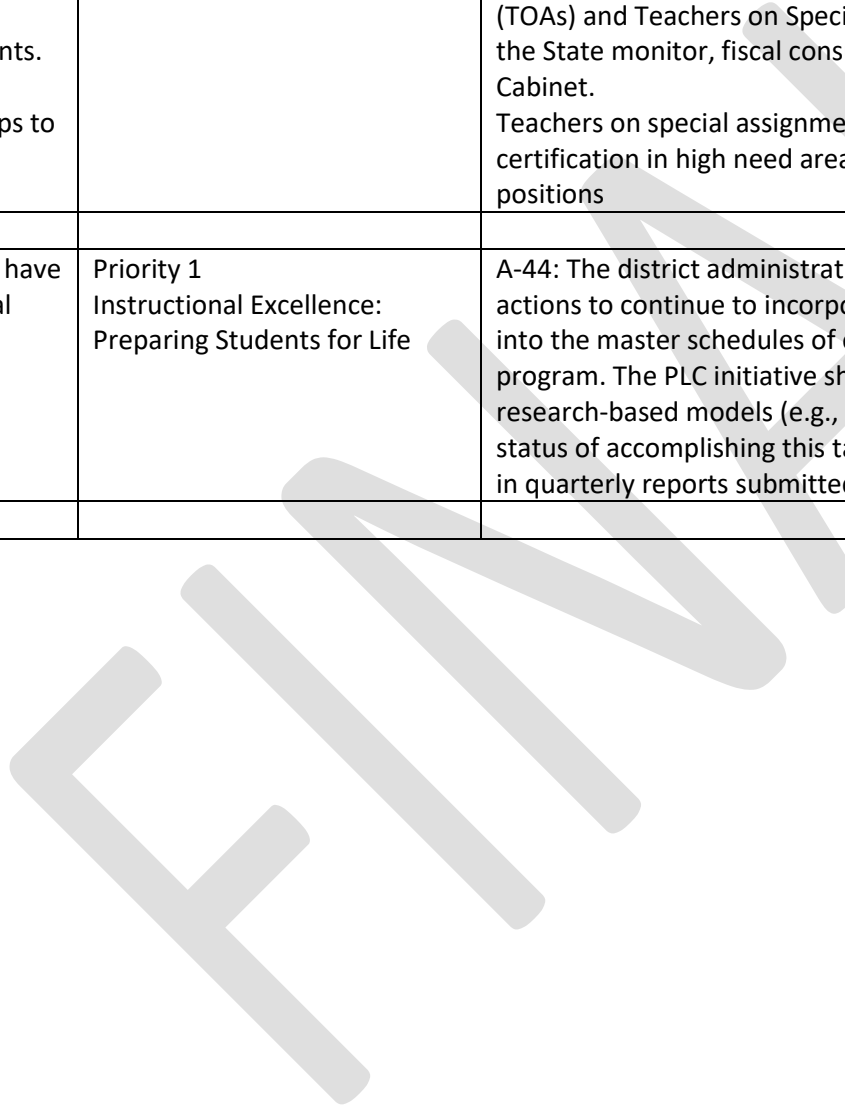
		<p>(including the regular classroom setting) or, in the case of a student of less than school-age or out of school, an environment appropriate for a student of that age, to document the student's academic performance and behavior in the areas of difficulty; and</p> <ul style="list-style-type: none"> ○ other appropriate assessments or evaluations, including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others, as necessary to ascertain the physical, mental, behavioral, and emotional factors which contribute to the suspected disabilities. 	
By fall 2025, RCSD will successfully transition all 8 th grade students into their respective 9 th grade school setting/building.	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	A-28: By September 1, annually, the district shall submit to the State monitor in such format as approved by the monitor a report on the specific research and evidence-based strategies that were systemically used during the preceding six months to transition grade 8 and grade 9 students.	
The district will place students in an effective and timely manner.	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p> <p>Priority 4 Strengthen School, Family, and Community Engagement</p>	A-29: District administration shall continue to implement the reorganization of the student placement office to include all areas of placement, such as special education, bilingual education, All City, and PreK. The district shall present to the board, State monitor and community utilizing multiple parent friendly options a flow chart outlining how all students in RCSD are placed in schools. Student placement shall continue to coordinate with the special education department to ensure placements are aligned to IEP mandates. The State monitor will review a random selection of student placements monthly.	

<p>The number of parents/guardians involved in the district shall increase by 10% by June 2026, compared to the 2024–2025.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-30: District administration shall develop and implement workshops for RCSD families on early literacy and early numeracy based on the curriculum and State standards.</p> <ul style="list-style-type: none"> • Collaborate with Parent Leadership Council (PLAC), Bilingual Education Council (BEC) and Special Education Parent Advisory Council (SEPAC) to increase parent/guardian involvement in the district. 	
<p>The district shall have achievement data available for parent/guardians on the RCSD website.</p>	<p>Priority 4 Strengthen School, Family, and Community Engagement</p>	<p>A-31: District administration shall continue to post grade level aggregate i-Ready data for math and literacy on every RCSD school website and district website, including user friendly directions for understanding the data and suggestions for families to support students. The data shall be posted within 30 days of each districtwide administration of the assessment.</p>	
<p>Increase the graduation rate in the RCSD from 67% in June 2023 to 70% by June 2026.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-32: District administration shall continue to adhere to all recommendations and timelines from the Graduation Audit and provide monthly updates in writing to the State monitor in a format approved by the State monitor.</p>	
<p>The district will reduce/eliminate the number of schools on receivership.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-33: District administration shall continue to gather feedback from School Based Management Teams (SBMT), Receivership principals, and Receivership chiefs to identify the largest district-created barriers preventing Receivership schools from making Demonstrable Improvements (e.g., student placement, special education practices, transportation, staffing). Once identified, district leadership in collaboration with chiefs supervising Receivership schools shall implement a plan of action for district leadership to facilitate removal of identified barriers throughout the district and present the plan to the State monitor semiannually, starting August 1st.</p>	

By June 2026, the district will increase the number of schools implementing the community school model.	Priority 4 Strengthen School, Family, and Community Engagement	A-34: The district administration shall continue to implement and assess the efficacy of the community school model, including the 4 pillars of the model, with fidelity. The plan to restore the community school model should be implemented with training, funding, and benchmarks for accountability and should continue until at least 70% of all schools are following the model within the next 3 years. <ol style="list-style-type: none"> 1. Coordinators should submit a monthly report, structured around the 4 pillars, to chiefs, with a copy to the State monitor. 2. Coordinators should be transferred from schools that consistently do not adhere to the guidelines and standards of the research-based community school model beginning Fall 2025. 	
By June 2026, the Teaching and Learning Division will be responsible for all staff members/departments delivering instruction.	Priority 1 Instructional Excellence: Preparing Students for Life	A-35: The new superintendent should reorganize the district to promote alignment and implementation of best practices to increase student achievement. <ol style="list-style-type: none"> 1. All instructional departments should be under the division of teaching and learning. 	
Culture Shift			
By September 2025, the RCSD will continue to meet parent and community needs by expanding language opportunities for district communication and media outlets.	Priority 2 Provide Healthy, Joyful, and Inclusive School Culture and Climate Priority 4 Strengthen School, Family, and Community Engagement	A-36: The district and school websites should continue to provide multilingual, easy access to the following information: <ul style="list-style-type: none"> • Current and previous year’s budget • Academic performance • Extended Learning Opportunities for students • Current Course Catalogue • High School Selection Process • Major District Initiatives 	
RCSD will strengthen the connection between school, family	Priority 4	A-37: Annually, by October 31, every school shall have a Parent Teachers Organization (PTO) or a Parent Teachers	

and community by ensuring 100% of schools have representation of parents on school-based planning teams.	Strengthen School, Family, and Community Engagement	Association (PTA). The names of the members shall be forwarded to the chiefs and the Office of Parent Engagement. Each school in the district should have an active PTO or PTA and Special Education Parent Teacher Association (SEPTA) where appropriate. The superintendent shall have regularly scheduled Parent Advisory Council (PAC) meetings with PAC and executive leadership of the PTO/PTA and SEPTA representing every school.	
RCSD will strengthen the connection between school, family and community by ensuring 100% of schools have representation of parents on school-based planning teams.	Priority 4 Strengthen School, Family, and Community Engagement	A-38: The superintendent or Superintendent’s designee shall continue to meet with the Executive Steering Committee of School-Based Planning Teams quarterly to exchange information on needs and opportunities to improve outcomes for RCSD students.	
By June 2026, the percentage of parents who agree or strongly agree that they feel a sense of belonging to their child’s school community shall increase by 4%, compared to 2024–2025.	Priority 4 Strengthen School, Family, and Community Engagement Priority 5 Operational Efficiency/Excellence	A-39: Effective during the 2025–2026 school year, the administration shall develop a plan or strategy to: <ol style="list-style-type: none"> 1. Increase enrollment at RCSD schools by increasing student achievement and providing programs that meet the needs and interests of students, families, and the community. 2. Initiate a campaign to compete with charter schools for students. 	
Systems, Resources and Structures			
The district shall be in compliance, as determined by NYSED, for services provided for students with disabilities by June 2026.	Priority 1 Instructional Excellence: Preparing Students for Life	A-40: The district shall continue the implementation of key strategies that are utilized annually to improve key metrics and outcomes in the Consent Decree for students with disabilities. The four key strategies shall be shared as follows: <ol style="list-style-type: none"> 1. Executive Cabinet 2. State Monitor 3. Chiefs 	

		<p>4. Principals</p> <p>5. Board</p> <p>An executive summary of outcomes from the execution of the key strategies, including supporting data, shall be presented semiannually to the State monitor and the board after the second and fourth marking periods.</p>	
RCSD school configurations align with curriculum resources and best practices for student achievement.	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-41: Effective every July, the district administration shall identify a minimum of three innovative and evidence-based strategies at each grade span (i.e., K–6, 7–8, 9–12) the district will utilize annually to address academic achievement as part of the district’s State and federal funds investment strategy.</p> <p>For each grade span, the district administration shall identify and report for each marking period on the following:</p> <ul style="list-style-type: none"> • Strategies • Funding amount • Students impacted • Baseline data • Level of academic progress • Midyear review <p>The data for the final marking period shall represent a cumulative review of the data for each grade span. The reports shall be shared with the board and separately with the State monitor.</p>	
RCSD school configurations align with curriculum resources and best practices for student achievement.	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p> <p>Priority 2 Provide Healthy, Joyful, and Inclusive School Culture and Climate</p>	<p>A-42: The district administration shall monitor the status of the implementation of zone and school reconfiguration plans and provide a quarterly report to the State monitor and fiscal consultant in a format approved by the monitor.</p>	

<p>Throughout the 2025–2026 school year, all schools will be in compliance with the staffing ratios and class size provisions of collective bargaining agreements.</p> <p>RCSD will continue to take steps to right-size staffing and building assignments.</p>	<p>Priority 5 Operational Efficiency/Excellence</p>	<p>A-43: Quarterly, the district shall continue to provide a comprehensive report documenting the number, placement, and duties of all Teachers on Assignment (TOAs) and Teachers on Special Assignment (TOSAs) to the State monitor, fiscal consultant and Executive Cabinet.</p> <p>Teachers on special assignment who hold teacher certification in high need areas shall be placed in vacant positions</p>	
<p>100% of all RCSD schools shall have fully implemented Professional Learning Community (PLC) programs.</p>	<p>Priority 1 Instructional Excellence: Preparing Students for Life</p>	<p>A-44: The district administration shall take documented actions to continue to incorporate the phase in of PLC into the master schedules of every RCSD school and program. The PLC initiative should be implemented using research-based models (e.g., Dufour, Slegers). The status of accomplishing this task should be documented in quarterly reports submitted to the State monitor.</p>	
			

Fiscal Plan

General Fiscal Practices

<p>By October 2025, the district shall have a permanent CFO before the start of the 2026–2027 budget process.</p>	<p>Priority 5 Operational Efficiency/Excellence</p>	<p>F-1: The district shall secure a permanent Chief Financial Officer (CFO) and a Budget Director no later than October 31, 2025.</p>	
<p>100% of all contracts over \$35,000 shall be reviewed during the 2025–2026 school year.</p>	<p>Priority 5 Operational Efficiency/Excellence</p>	<p>F-2: The board and administration shall continue the process to:</p> <ol style="list-style-type: none"> 1. Maintain the requirement to complete the evaluation of vendor services within the Contract Review Process (CRP). 2. Screen all approved and open contracts for evaluation eligibility. 3. Rate eligible contracts to select programs for evaluation. <p>Final programs shall be selected for evaluation based on ratings, cost, and district priority determined via feedback and approval from the RCSD senior executive leadership.</p> <p>Documentation of this process's implementation, including eligibility requirements and rating methods shall be available as part of the quarterly reports submitted by the district to the State monitor and NYSED.</p>	
<p>Throughout the 2025–2026 school year, all schools will follow the staffing ratios and class size provisions of collective bargaining agreements.</p>	<p>Priority 5 Operational Efficiency/Excellence</p>	<p>F-3: At least twice during the school year, the district administration shall allocate resources at each school based on an analysis of enrollment data.</p> <p>The district shall use class size guidelines for staffing/budget development in all schools.</p> <p>The district shall conduct a comprehensive analysis of current enrollment and staffing in each school, program, and Central Office annually by November 1. This</p>	

		information shall be shared in writing with the State monitor and fiscal consultant no later than November 15.	
Throughout the 2025–2026 school year, all schools will follow the staffing ratios and class size provisions of collective bargaining agreements.	Priority 5 Operational Efficiency/Excellence	F-4: RCSD shall continue to adhere to the staffing ratios outlined in the collective bargaining agreements (CBAs). <ol style="list-style-type: none"> 1. Before BEDS date, class size shall be evaluated for combination or virtual learning. 2. By December 31 annually, the district administration shall facilitate development of the plan for annual reduction in staff in accordance with the provisions of the CBAs for review by the State monitor. 3. Supporting evidence of staff assignments shall be available by July 31 for elementary schools and August 31 for secondary schools for review by the State monitor. 	
Throughout the 2025–2026 school year, all schools will follow the staffing ratios and class size provisions of collective bargaining agreements.	Priority 5 Operational Efficiency/Excellence	F-5: The superintendent shall conduct an audit of the central office staff to continue to right-size the district and identify possible areas for consolidation and savings before the development of the 2026-2027 school year budget. The audit will provide information for the superintendent to: <ol style="list-style-type: none"> 1. Restructure the central office by reducing staff and reassigning key staff positions to the schools and to support the chiefs. 2. Eliminate duplicate or non-necessary positions. 3. Adjust compensation recommendations based on CBAs. 	
By June 30, 2026, the district’s actual General Fund revenues exceed the budget by no more than 1.0%; actual General Fund expenses shall be under the budget by no more than 2.0%.	Priority 5 Operational Efficiency/Excellence	F-6: Central administration shall continue to provide principals/directors and chiefs with three years of historical data for expenditures by February 1 every year. The district shall commit to the following: <ol style="list-style-type: none"> 1. Train the principals and directors in the new ORACLE format. 	

		<ol style="list-style-type: none"> 2. Hold the principals, directors, and chiefs responsible for their budgets. 3. Restrict the number of transfers that an administrator can request each month. 4. Restrict the number of requests for substitutes an administrator can request each year. 5. Restrict the number and usage of P-Cards 6. Hold staff accountable for the proper use of the Concur system 	
Throughout the 2025–2026 school year, all schools will follow the purchasing procedures established by the purchasing department.	Priority 5 Operational Efficiency/Excellence	<p>F-8: The Finance Department shall continue to review the Direct Pay list to reduce the expenditure allowable for Direct Pay. Monthly reports on P-Card use and confirming orders shall be shared with the State monitor and the fiscal consultant. Progressive discipline shall be implemented for staff members who violate protocols or policies pertaining to Direct Pay. Staff shall be held accountable for the proper use of the Concur system and P-Cards.</p> <p>Chiefs shall receive monthly reports identifying violators of Direct Pay. The chiefs shall communicate the names of the violators to the Human Resources (HR) Department for the implementation of the established progressive discipline protocol.</p>	
Throughout the 2025–2026 school year, all schools will follow the purchasing procedures established by the purchasing department.	Priority 5 Operational Efficiency/Excellence	<p>F-9: Spending on materials, equipment, books, and supplies should end each year on March 1st. All spending after March 1st shall require signed approval from the requestor and the appropriate chief.</p>	
100% of all State and federal grants shall be reviewed during the 2025–2026 school year with documentation provided to the	Priority 5 Operational Efficiency/Excellence	<p>F-10: The district shall continue the formal practice of notifying quarterly the board, the State monitor, and fiscal consultant of State and federal grants awarded to the district. Such notification shall include the following information about each grant:</p>	

board, State monitor, and fiscal consultant.		<ul style="list-style-type: none"> • Purpose • Amount • Duration • Scope of Work • Outcomes • Alignment to District Priorities • Staff Oversight 	
By June 30, 2026, the district’s actual General Fund revenues will exceed the budget by no more than 1.0%; actual General Fund expenses will be under the budget by no more than 2.0%.	Priority 5 Operational Efficiency/Excellence	F-11: The district administration shall continue implementation of the updated Position Management Action Form (PMAF) process that adheres to the board approved budget and is responsive, timely, and efficient.	
By June 30, 2026, the district’s actual General Fund revenues shall exceed the budget by no more than 1.0%; actual General Fund expenses shall be under the budget by no more than 2.0%.	Priority 5 Operational Efficiency/Excellence	<p>F-12: The district administration shall prepare a monthly position control report for review and action, as needed, by the cabinet, a copy of which shall be shared with the State monitor and fiscal consultant.</p> <ul style="list-style-type: none"> • The report shall include the number of vacant positions by school/department 	
By June 2026, the position control system from ORACLE shall be implemented within the RCSD.	Priority 5 Operational Efficiency/Excellence	F-13: The Department of Human Capital shall continue to work with the Department of Finance and the Department of Information Management Technology to monitor the implementation of the new position control system in ORACLE.	
All extra-pay activities (Resolutions) presented to the board for approval shall include a brief description.	Priority 5 Operational Efficiency/Excellence	F-14: The district administration shall continue to include transparent explanations for activities listed on resolutions for extra pay, including detailed descriptions of outcomes and deliverables.	
RCSD will seek to secure all viable funding sources (including	Priority 5	F-15: The district administration shall continue to monitor the allocation of federal funds in the event there	

competitive and non-competitive grants).	Operational Efficiency/Excellence	are reductions in the different funding sources. In the event there are reductions, the district shall develop a plan to reallocate local funds to continue to provide services to the students.	
Governance and Programmatic Decision-Making			
The superintendent shall submit a balanced budget for the 2026–2027 school year to the Board of Education by March 2026.	Priority 5 Operational Efficiency/Excellence	F-16: No later than December 31, 2025, the district leadership shall submit a monthly analysis of the vacancy reports to the executive cabinet, fiscal consultant, and the State monitor. This information will be used in the development of the 2026–2027 school year budget.	
By June 30, 2026, the district’s actual General Fund revenues will exceed the budget by no more than 1.0%; actual General Fund expenses will be under the budget by no more than 2.0%.	Priority 5 Operational Efficiency/Excellence	<p>F-17: Annually, the district administration shall identify the various revenue components and amounts included in the following sources of revenue:</p> <ul style="list-style-type: none"> a) Local Revenue b) State Revenue (received directly or as a flow-through from other sources) c) Federal Revenue (received directly or as a flow-through from other sources) d) Flow through Revenue (received to flow through to others) e) Any other revenue source not included above <p>The district shall compare the revenue sources identified above to the expected revenues for each year to be included in the long-term financial plan and verify and document the reason for any significant changes. Identify any new revenue sources annually for each school year.</p>	
Legal and Financial Audits			
100% of all Memorandum of Agreement (MOAs) and Memorandum of Understanding (MOUs) shall continue to be	Priority 5 Operational Efficiency/Excellence	F-18: The district shall continue the review of all MOAs and MOUs. This process should include reviewing past agreements resulting in any financial obligation for the district. MOAs should be archived within the fiscal	

reviewed by the legal department during the 2025–2026 school year.		management system for easy access for key district personnel.	
RCSD shall utilize external legal resources when deemed necessary.	Priority 5 Operational Efficiency/Excellence	F-19: The RCSD board and administration should continue to use independent legal counsel, when appropriate.	
RCSD shall utilize external legal resources when deemed necessary.	Priority 5 Operational Efficiency/Excellence	F-20: District administration shall continue using external counsel to audit all CBAs for potential areas of improvement through negotiation. Findings should be presented to the State monitor and fiscal consultant.	
The financial implications created by the Election to Work Agreements (EWAs) will be prioritized and included in the 2026–2027 school year budget.	Priority 5 Operational Efficiency/Excellence	F-21: The executive cabinet and the State Monitor shall review all EWAs annually to better understand opportunities to further support Receivership schools.	
The district shall continue the internal functions of self-auditing in all identified departments.	Priority 5 Operational Efficiency/Excellence	F-22: The district administration shall conduct an audit of the facilities and operations department. The district administration shall document the specific corrective actions taken to address the findings of the audit and present the corrective actions to the board, fiscal consultant, and the State monitor before December 1, 2025.	
Budget Development			
The superintendent shall submit a balanced budget for the 2026–2027 school year to the board by March 2026.	Priority 5 Operational Efficiency/Excellence	F-23: The district administration shall continue to ensure school and district leaders are trained annually in best practices in finance and budgeting. The district administration shall hold training participants accountable to the goals of the training.	

		Training shall include budget development and budget management.	
The superintendent shall submit a balanced budget for the 2026–2027 school year to the board by March 2026.	Priority 5 Operational Efficiency/Excellence	F-24: The district shall continue with budget development processes and timelines implemented to produce the 2026–2027 school year budget. The earlier date allowed the district ample time to deliberate using historical data and trending analysis. In addition, the earlier start date will provide more time for stakeholder engagement in the budget development process. Administrators shall be provided by the budget department with the following tools every month to make school and department leaders more accountable for the funds being spent from their budgets: <ul style="list-style-type: none"> • Available Funds Report • Budget Transfer Report • Confirming Order Report • Staffing Template • Open Purchase Order (PO) Report • Substitute Utilization Report • Overtime and Regular Time Extended Report (biweekly) • P-Card Utilization Report 	
The superintendent shall submit a balanced budget for the 2026–2027 school year to the board by March 2026.	Priority 4 Strengthen School, Family, and Community Engagement Priority 5 Operational Efficiency/Excellence	F-25: The district administration, school leaders and board leaders shall continue to implement and monitor a participatory budget model for the development of the 2026–2027 school year budget.	
The superintendent shall submit a balanced budget for the 2026–2027 school year to the board by March 2026.	Priority 4 Strengthen School, Family, and Community Engagement	F-26: The district shall continue to improve the budget book and any complementary budget materials highlighting the following:	

	Priority 5 Operational Efficiency/Excellence	<ul style="list-style-type: none"> • Programmatic information beyond the constraints of a line-item budget • School level budget allocations • User friendly • Transparent • Highlights budget priorities and goals. • Highlights potential opportunities and threats to the fiscal wellbeing of the district. 	
The superintendent shall submit a balanced budget for the 2026–2027 school year to the board by March 2026.	Priority 5 Operational Efficiency/Excellence	F-27: Annually, by March 1 st , the district shall submit to the State monitor and fiscal consultant a final updated five-year financial plan such that, for each school year, the annual aggregate operating expenses do not exceed annual aggregate operating revenues; assumptions are data driven, reasonable and feasible; and the major operating funds of the district are balanced in accordance with accepted accounting principles. The financial plan shall include statements of all estimated revenues, expenditures, and cash flow projections of the district.	
The administration shall monitor the revenues and expenses included in the 2025–2026 budget for possible adjustments.	Priority 5 Operational Efficiency/Excellence	F-28: The district shall include the State monitor and the Fiscal Consultant in any discussion/revision of the 2025–2026 school year budget.	
Organization Structure and Internal Operational Efficiency			
RCSD shall maximize the reimbursement [funding] opportunities available from Medicaid.	Priority 5 Operational Efficiency/Excellence	F-29: The district administration shall continue to require, monitor, and enforce that all service providers document in the IEP Direct RS Service log all services provided and events preventing the delivery of services within 48 hours (about 2 days) of delivery of service. A log of this information shall be sent monthly to the State monitor.	
By June 2026, the district shall develop a comprehensive long-	Priority 5	F-30: District administration shall continue to implement strategies to reduce the rising cost of utilities in the	

range plan to optimize the efficient utilization of facilities for students, aiming to reduce costs, minimize environmental impact, and enhance convenience and safety, resulting in a 3% reduction in expenses compared to the 2024–2025 school year.	Operational Efficiency/Excellence	district and submit a report annually, by November 1 st to the State monitor and fiscal consultant, which includes actions and outcomes.	
RCSD shall maximize the reimbursement [funding] opportunities available from Medicaid.	Priority 5 Operational Efficiency/Excellence	F-31: Effective immediately, all recommendations from the Medicaid Compliance Officer for improvement and compliance shall be provided to the board, superintendent, State monitor and fiscal consultant. Following the report from the Medicaid compliance officer, a response from the special education department addressing all findings in the report shall be shared with the State monitor within 45 days.	
RCSD shall continue to invest and improve facilities and resources to enhance student learning and ensure a safe school environment.	Priority 5 Operational Efficiency/Excellence	F-32: The board shall continue to monitor the implementation of the Facilities Management Plan (FMP). 1. The program manager shall continue to present to the board quarterly reports to share the progress of the plan's implementation.	
Transportation			
By June 2026, the district shall develop a comprehensive long-range plan to optimize the efficient utilization of transportation services for students, aiming to reduce costs, minimize environmental impact, and enhance convenience and safety,	Priority 5 Operational Efficiency/Excellence	F-33: The district administration shall annually continue to implement a minimum of four strategies to reduce district reliance on transportation. This information shall be shared with the financial consultant and State monitor by August 30, including quantitative data to support the reduction from the previous school year.	

resulting in a 5% reduction in expenses compared to the 2024–2025 school year.			

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