Rochester City School District

Academic and Financial Plans
2026-2029

June 18, 2026

i. Executive Summary

The development of the Rochester City School District (RCSD) Academic and Financial Plan in a collaborative, data-informed, and stakeholder-centered process designed to align the new district governance model, instructional priorities and fiscal management with measurable student outcomes. The planning process was led by the state monitor in collaboration with the fiscal consultant in partnership with the board, district leadership and community stakeholders.

The process began with a comprehensive review of the prior district improvement plans, including the original Academic and Financial Plans developed by Dr. Shelly Jallow in 2020 and the Distinguished Educator's Report issued by Dr. Jaime Aquino in 2018.

Over the course of three years, the state monitor participated in board meetings, cabinet meetings, governance training sessions, fiscal oversight training, school visits, and monthly collaboration with the New York State Education Department. The planning process incorporated input from a broad range of stakeholders, including all members of the board of education, district administrators, principals, teachers, students, parents, union leaders, community members, and elected officials.

To ensure meaningful community engagement, in collaboration with the superintendent and the support from the communications department, we conducted three public forums and distributed a survey to gather stakeholder feedback regarding the district needs and priorities. Survey responses highlighted several recurring themes, including the need for:

- Stronger communication and transparency
- Improved school climate and belonging
- Greater accountability from district leadership
- Increased parent participation in decision making
- Stronger focus on measurable student outcomes
- Enhanced literacy and math instruction, and
- Rebuilding trust between the district and the community

The findings from the stakeholder engagement directly informed the district's theory of action, which emphasizes the relationship between student attendance, instructional quality, academic achievement, and graduation outcomes. The plan recognizes that improving student success requires both student engagement and evidence-based instructional practices aligned to measurable goals.

ii. Assurances

This section includes a set of assurances with which the district commits to comply in terms of implementation of the plan(s). This section makes explicit to the district's understanding that failure to fully comply with any of these assurances may be cause for the monitor(s) to notify the Commissioner that a violation of an element of the plan(s) has occurred. The assurance statements are as follows:

1. The board shall operate in accordance with the "Eight Characteristics of Effective School Boards".

    - Focus on Student Achievement
    - Clear Vision and Goals
    - Data-Driven Decision Making
    - Strong Governance Practices
    - Collaborative Relationship with the Superintendent
    - Community Engagement and Transparency
    - Commitment to Equity and Inclusion
    - Continuous Learning

2. The district shall implement the plan(s) in accordance with all applicable laws, rules, and regulations.

3. The district shall implement the plan(s) in coordination with all district plans that have been approved by the New York State Education Department (NYSED or "the Department"), including but not limited to the district's Consolidated Application for Every Student Succeeds Act (ESSA) funded programs.

4. The board shall ensure that all motions are introduced and acted upon in a manner consistent with established district policies and that adopted resolutions are consistent with the goals, benchmarks, progress targets, and improvement strategies contained in the plan(s).

5. The board shall ensure that all district programs are administered in a manner that is consistent with the goals, benchmarks, progress targets, and improvement strategies contained in the plan(s), applying sound fiduciary practices.

6. All district funds will be administered consistent with the goals, benchmarks, progress targets, and improvement strategies contained in the plan(s).

7. The board and district leadership and staff shall not take any actions that are inconsistent with the goals, benchmarks, progress targets, and improvement strategies contained in the plan(s) without the express written consent of the monitor(s).

8. The district shall take appropriate corrective action to address any instances in which district personnel act inconsistent with the goals, benchmarks, progress targets, and improvement strategies contained in the plan(s). Such actions will be documented and made available for review consistent with laws and regulations pertaining to the privacy of records.

9. The district shall adhere to the timelines contained in the plan(s).

10. The district shall meet all requirements in law and in the plan(s) regarding public consultation and engagement, including timely conduct of public hearings, provision of translation services, and translation of documents.

11. The district shall ensure that all funds are used solely for the benefit of bona fide district students, both public and nonpublic, and in support of the district's vision, mission and goals.

12. The board shall conduct all business in adherence to the district's shared values statement and board policies.

13. The district shall provide all information and reports in such form and format and in accordance with such timelines as stipulated in law or as requested by the monitors and the Commissioner.

14. The district shall maintain such records as are required to determine the degree to which the district is meeting its goals, benchmarks, and progress targets and is implementing the recommended strategies contained in the plan(s) and provide such records upon request to the appointed monitor(s) and/or Commissioner.

iii. Introduction

Legislation

Chapter 56 of the Laws of 2020 requires the Commissioner of Education (the Commissioner) to appoint a State Monitor ("the monitor") to the Rochester City School District (RCSD or "the district") to provide oversight, guidance and technical assistance related to the academic and fiscal policies, practices, programs and decisions of the district, the board of education ("the board'), and the superintendent.

In May 2020, Dr. Shelley Jallow was appointed as the first monitor by Interim Commissioner Shannon Tahoe. In July 2023, Commissioner Betty Rosa appointed Mr. Jaime Alicea to replace Dr. Jallow, who had been reassigned to be the Academic Monitor for the East Ramapo Central School District. In November 2023, Commissioner Rosa appointed Dr. Mark Potter as Fiscal Consultant for the district.

The legislation was extended in May 2025 for two more years.

Some of the duties of the monitor include:

- Serve as a non-voting ex-officio member of the board.
- Provide oversight, guidance, and technical assistance related to the educational and fiscal policies, practices, programs, and the decisions of the district, the board, and the superintendent.
- Assist the board in adopting a conflict-of-interest policy that ensures board members and administrators act in the district's best interest.

- Work with the board to develop a proposed academic improvement plan and proposed financial plan for the district no later than November 1, 2020, for the 2020–2021 school year and the four subsequent school years.
- Ensure that the budget is balanced and consistent with the district's long-term financial plan.
- Provide semiannual reports to the Commissioner, the Regents, the Governor, the temporary President of the Senate, and the Speaker of the Assembly.
- Assist in resolving disputes and conflicts between the board and the superintendent.

Board of Education

The board is the governing body of the Rochester City School District. The residents of the city of Rochester elect the commissioners to serve for four years. The duties and responsibilities of the board include:

- Sets policy, vision, and priorities for the district.
- Hires and evaluates the superintendent.
- Approves the budget, contracts, and major initiatives.
- Provides oversight and accountability.
- Represents the community.
- Approves major decisions.
- Ensures legal and regulatory compliance.

As a requirement of two recommendations from the 2025-2026 Academic Improvement Plan, the board participated in training provided by the New York State School Boards Association (NYSSBA) and the Council of the Great City Schools (CGCS). NYSSBA provided training related to the duties and expectations for elected board members in New York State.

The Council of the Great City Schools continues to provide training on the Student Outcomes Governance Framework adopted by the board during the 2023-2024 school year.

Student Outcomes Focused Governance

Purpose: This model helps school boards focus on their time, energy, and decisions on what matters most—improving student success. It is based on the idea that student outcomes do not change until adult behaviors change, and that what happens in the boardroom shapes what happens in the classroom.

<u>The Six Core Competencies</u>

Vision & Goals: Set clear, measurable goals for student outcomes (3–5 years). Goals are SMART:

specific, measurable, attainable, results-focused, and timebound. Developed with community, student, and staff input.

Values & Guardrails: Define what the district will not do while pursuing goals, based on community values. Ensure that what matters most to families is protected.

Monitoring & Accountability: Regularly review progress toward goals using data. Spend at least half of board meeting time focused on monitoring progress. Hold the superintendent accountable for student outcomes.

Communication & Collaboration: Lead transparently and involve the community in goal setting and monitoring. Keep meetings focused, purposeful, and accessible.

Unity & Trust: Operate as one team with the superintendent. Follow agreed-upon ethical and procedural guidelines.

Continuous Improvement: Regularly evaluate board performance. Invest in training, reflection, and improvement of governance practices.

New leadership

The 2025–2026 school year began under the leadership of a new superintendent, Dr. Eric Jay Rosser. Prior to Dr. Rosser's appointment, he served as superintendent of the Poughkeepsie City School District. Dr. Rosser has over 24 years of experience in the field of education. Dr. Rosser has led reform efforts in several districts, including the Poughkeepsie City School District (NY), Buffalo Public Schools (NY), Atlanta Public Schools (GA), and the Office of the State Superintendent of Education (DC).

District Profile

The district is located in Monroe County, in Western New York. The city of Rochester is the third most populous city in the State of New York, with an estimated population (July 1, 2024) of 207,282 residents. The district is a member of the Big Five School Districts in New York State and the Monroe County School Boards Association.

The enrollment reported on "BEDS Day" 2025 was 22,101 students in grades PreK–12. The number of students in-district receiving special education services was 4,856 (21.9%). The number of students identified as English Language Learners (ELL) was 3,991 (18%).

The district is identified as a "Target District" by the New York State Education Department (NYSED). In the 2025–2026 school year, there were nine (9) schools identified for Local Support and Improvement (LSI), and thirty-one (31) schools identified for Comprehensive Support and Improvement (CSI). Seven (7) of the schools identified for Comprehensive Support and Improvement (CSI) are also identified as schools under Receivership. The district's percentage of schools identified for CSI is the highest of any district in the State.

iv. District Mission, Vision, Core Values

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.

Vision

Activating dreams & unlocking potential.

Core Values

- Student Centered
- Relationships
- Excellence
- Diversity, Equity, Inclusion, and Belonging
- Safety

v. Board Goals, Superintendent Interim Goals, Guardrails, and District Priorities

Board Goals

- Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 19% to 34% by June 2031.
- Goal 1B: All students reading by third grade – increase the percentage of students proficient in 3rd grade NYS ELA from 22% to 49% by June 2031.
- Goal 1C**:** Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 16% to 31% by 2031.
- Goal 1D**:** Increase the number of students earning five or more credits in 9th grade from 73% to 81% by June 2031.

Superintendent Interim Goals

- Goal #1: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% in 2025 to 40% by June 2031.

Interim Goal:

A. The percentage of students in grades 4-5 demonstrating standards proficiency in English Language Arts (ELA) on Common Formative Assessments (CFAs) will increase from 24% in 2025 to 64% by 2031, as measured by districtwide CFA data aligned to the New York State ELA Learning Standards.

B. The percentage of students in grades 6-8 demonstrating standards proficiency in English Language Arts (ELA) on Common Formative Assessments (CFAs) will increase from 30% in 2025 to 74% by June 2031, as measured by districtwide CFA data aligned to the New York State ELA Learning Standards.

C. The percentage of students with disabilities in grades 3–8 demonstrating standards proficiency in English Language Arts (ELA) on Common Formative Assessments (CFAs) will increase from 12% in 2025 to 46% by June 2031, as measured by districtwide CFA data aligned to the New York State ELA Learning Standards.

- Goal #2: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% in 2025 to 50% by June 2031.

Interim Goal:

A. The percentage of third-grade students demonstrating standards proficiency in English Language Arts (ELA) on Common Formative Assessments (CFAs) will increase from 27% in 2025 to 85% by June 2031, as measured by districtwide CFA data aligned to the New York State ELA Learning Standards.

B. The percentage of first and second-grade students learning English as a New Language demonstrating standards proficiency in English Language Arts (ELA) on Common Formative Assessments (CFAs) will increase from 21% in 2025 to 75% by June 2031, as measured by districtwide CFA data aligned to the New York State ELA Learning Standards.

C. The percentage of first and second-grade students demonstrating proficiency with foundational reading skills on Common Formative Assessments (CFAs) will increase from 30% in 2025 to 85% by June 2031, as measured by districtwide CFA data aligned to the New York State ELA Learning Standards.

- Goal #3: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% in 2025 to 40% by 2031.

Interim Goal:

A. The percentage of students in grades 3-5 demonstrating standards proficiency in Mathematics on Common Formative Assessments (CFAs) will increase from 16% in 2025 to 43% by June 2031, as measured by districtwide CFA data aligned to the New York State Mathematics Learning Standards.

B. The percentage of students in grades 6-8 demonstrating standards proficiency in Mathematics on Common Formative Assessments (CFAs) will increase from 16% in 2025 to 62% by June 2031, as measured by districtwide CFA data aligned to the New York State Mathematics Learning Standards.

C. The percentage of students with disabilities in grades 3-8 demonstrating standards proficiency in Mathematics on Common Formative Assessments (CFAs) will increase from 6% in 2025 to 47% by June 2031, as measured by districtwide CFA data aligned to the New York State Mathematics Learning Standards.

- Goal #4: Increase the number of students earning five or more credits by 9th grade from 70% in 2025 to 90% by June 2031.

Interim Goal:

A. The percentage of students in Grade 8 demonstrating standards proficiency in English Language Arts (ELA) on Common Formative Assessments (CFAs) will increase from 40% in 2025 to 74% by June 2031, as measured by districtwide CFA data aligned to the New York State ELA Learning Standards.

B. The percentage of students in Grade 8 demonstrating standards proficiency in Mathematics on Common Formative Assessments (CFAs) will increase from 13% in 2025 to 47% by June 2031, as measured by districtwide CFA data aligned to the New York State Math Learning Standards.

C. The percentage of 9th-grade students passing five or more classes will increase each marking period from 74% in 2025 to 81% by June 2031, based on report card grades.

Guardrails

- The superintendent will not allow the selection or implementation of curriculum programs or practices that are not evidence-based or that result in inequitable opportunities for students.
- The superintendent will not allow conditions that compromise the psychological or physical safety of students or staff.
- The superintendent will not exclude the voices of stakeholders impacted by major district decisions.

District Priorities

- Instructional Excellence: Preparing Students for Life
- Provide Healthy, Joyful and Inclusive School Culture & Climate
- Recruit, Grow and Retain
- Strengthen School, Family, and Community Engagement
- Operational Efficiency/Excellence

v. Plan Development Process

The development process for the Academic Improvement and Financial Plans for the 2026-2027 through 2028-2029 school years began with the monitor and the fiscal consultant reviewing the status of the recommendations contained in the original plans developed by Dr. Shelly Jallow in November 2020, as well as the Distinguished Educator's Report issued by Dr. Jaime Aquino in November 2018. The report by Dr. Aquino made a significant impression on the Rochester community. Seven years later, people in the community are still talking about the report and the politics in the district.

For the past three years the monitor has been involved in:

- Executive cabinet meetings
- Board meetings (Business, Committee meetings, Work sessions, Executive sessions, Agenda settings)
- Governance training with the CGCS, the board and the superintendent
- Training with the New York State Boards Association, board of education, and the superintendent
- Fiscal training with the NYSED, the Big 5, and the commissioners of education
- Meetings with the board president
- Meetings with the superintendent
- Meetings with the superintendent and Assemblyman Bronson
- Meetings with the deputy superintendent
- Meetings with chiefs of schools and the Executive Director of Grants.
- Reviewing contracts and resolutions.
- Participating in the interview process for cabinet level positions.
- Participating in monthly meetings with staff from the NYSED.
- School visits

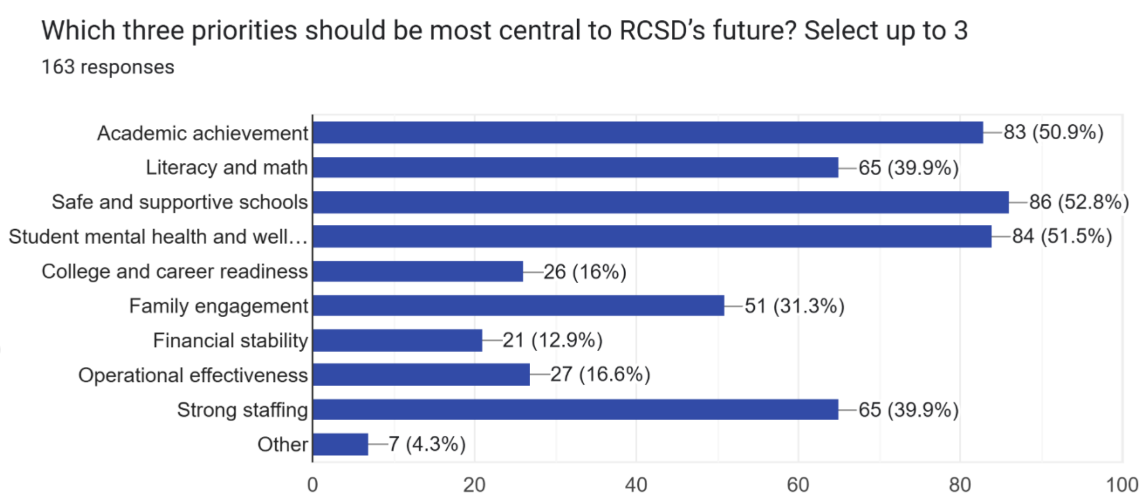
To collect feedback for the development of the plan, the monitor in collaboration with the fiscal consultant held meetings with many stakeholders:

- All members of the board of education
- Superintendent
- Executive cabinet members
- Assemblyman Harry Bronson

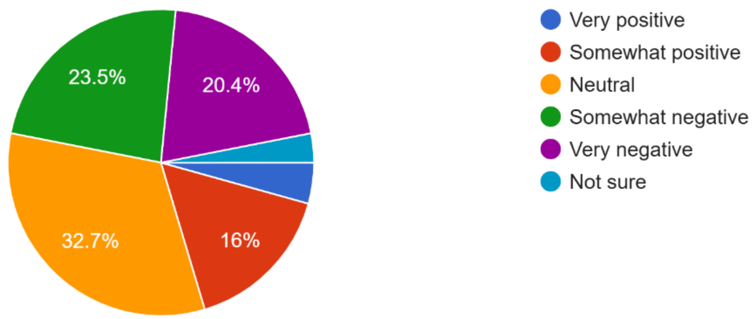
- Internal Auditor
- Principals
- Teachers
- Students
- Parents
- Rochester Teacher Association (RTA) Leadership
- Association of Supervisors and Administrators of Rochester (ASAR) Leadership

In partnership with the superintendent**,** three community forums were conducted: March 18, 2026, at School #50; March 24, 2026, at the Central Offices; and April 8, 2026, with the Bilingual Education Council at East Upper School. The goal of forums was to gather feedback from the stakeholders for the revision of the strategic plan, academic improvement plan, and financial plan. Parents, students, staff, and commissioners of education attended the forums. The link for an online survey was shared with the attendees and with the RCSD community. The monitor received 164 responses from parents or guardians, students, teachers, school-based staff members, central office staff members, school leaders or administrators, community partners, and Rochester residents.

Below are the responses from the stakeholders to the survey questions.

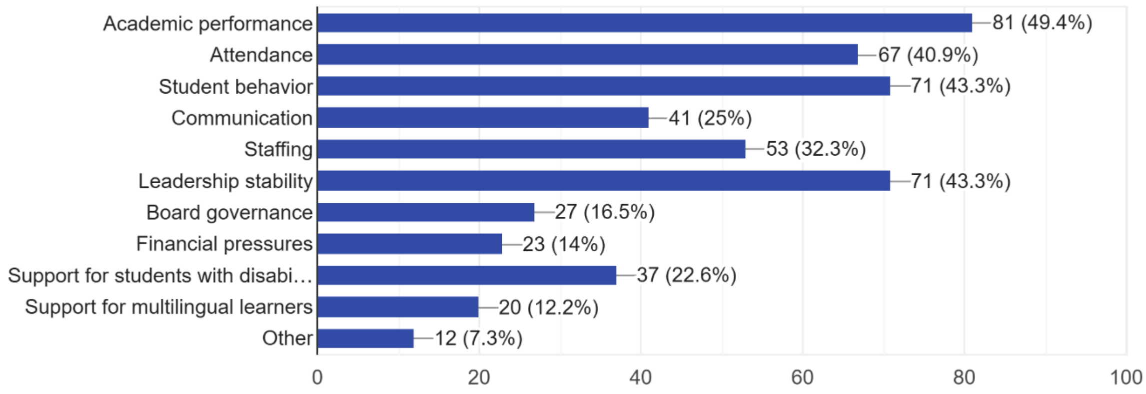


How would you describe the District's current direction?
162 responses



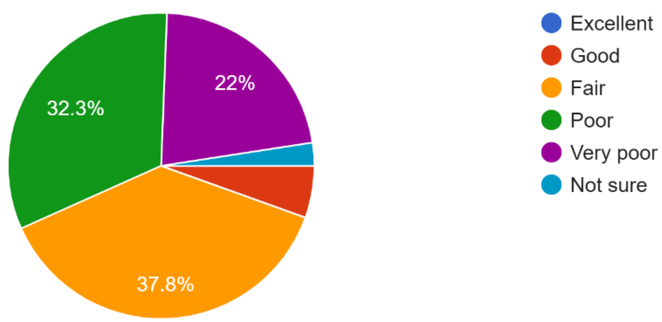
What do you see as RCSD's greatest challenge right now? Select up to 3

164 responses



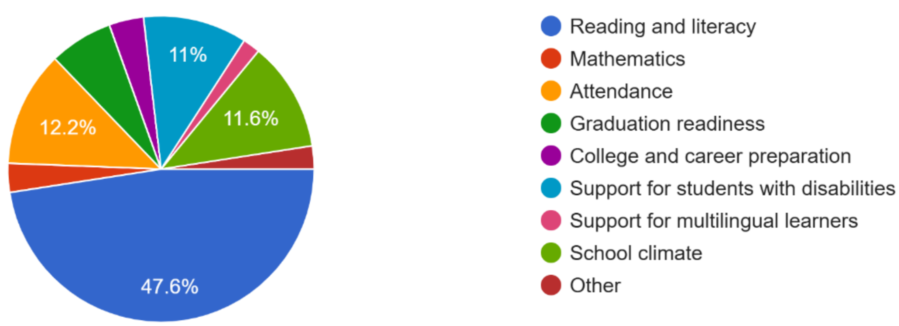
How would you rate RCSD's academic performance overall?

164 responses



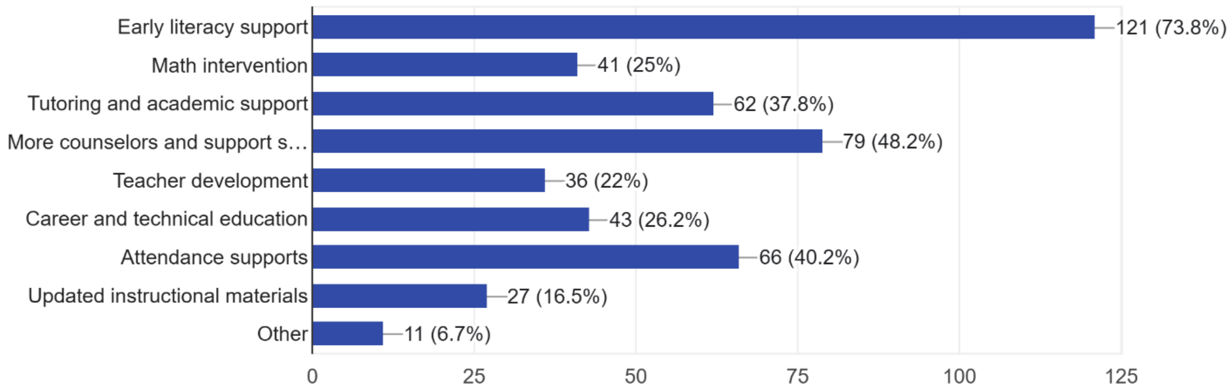
Which academic area should be the highest priority for improvement?

164 responses



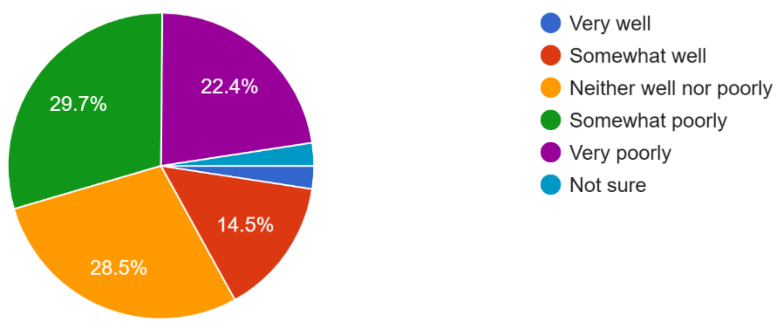
Which investments would have the greatest impact on student success? Select up to 3

164 responses



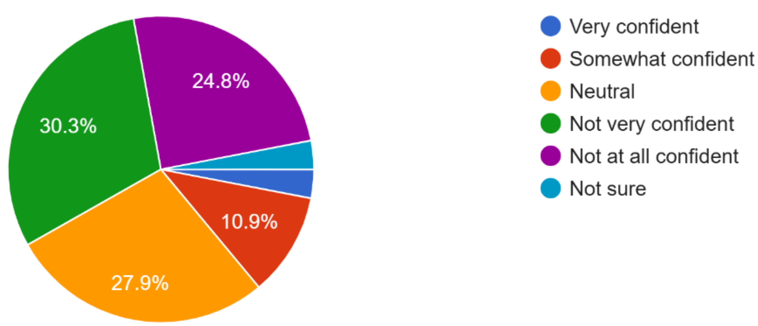
How well is RCSD meeting students' overall needs?

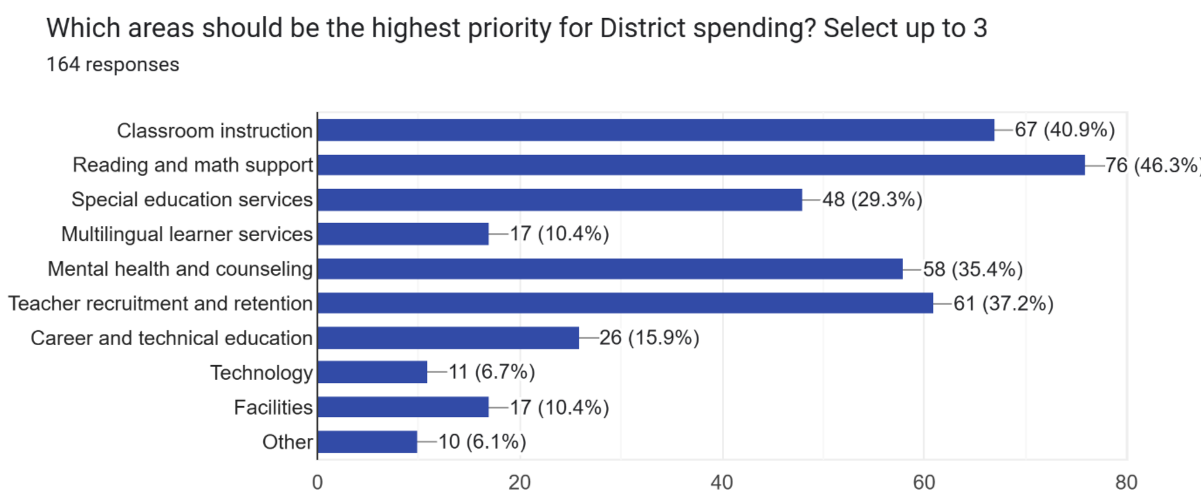
165 responses

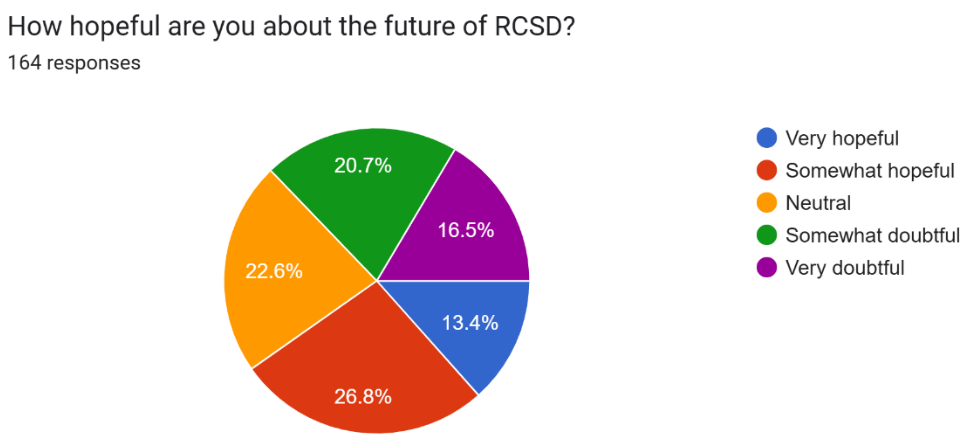


How confident are you that District resources are being used in ways that support student success?

165 responses







Findings/Conclusions

1. Families and staff want stronger communication and transparency.
2. School climate and belonging remain significant concerns.
3. Stakeholders want greater accountability from district leadership.
4. Community engagement is viewed as essential for improving attendance and achievement.
5. Parents want mor opportunities to participate in decision-making processes.
6. Staff and community members support a stronger focus on measurable student outcomes.
7. Classroom instruction and reading, and math support shall be a priority for the district.
8. Trust between the district and community continues to require rebuilding.

vi. Theory of Action

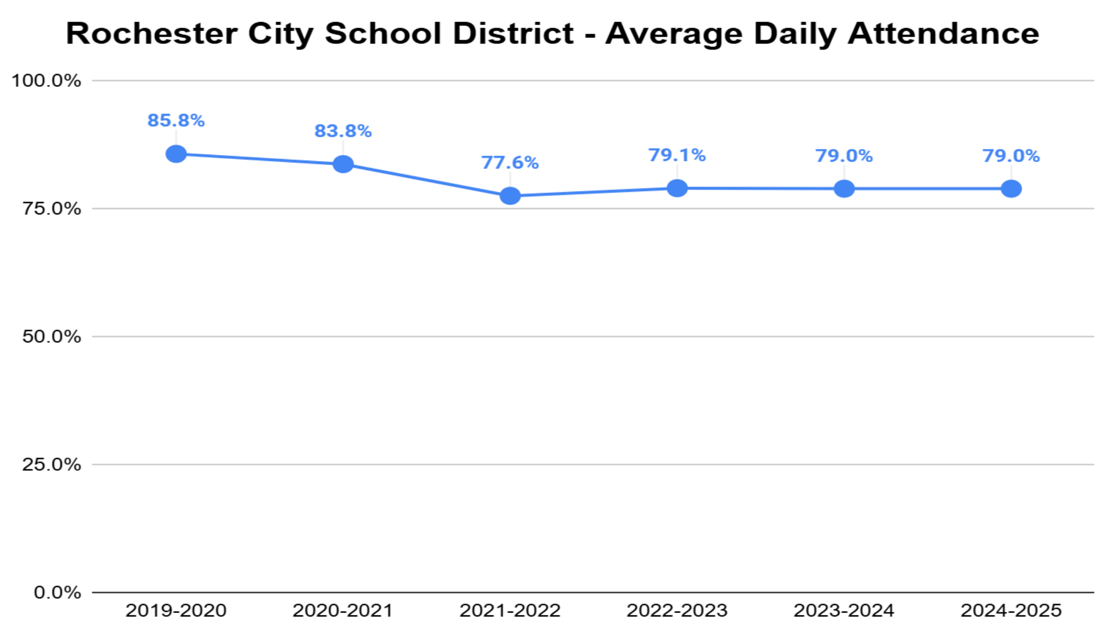
Although there has been a slight increase in student achievement in the English Language Arts and mathematics state assessments, the overall performance of the district remains low. The Rochester City School District current challenges in academic performance and graduation rates requires a strategy that is both focused and evidence based. Research shows that two of the most powerful predictors of student success are: consistent school attendance and mastery of academic skills.

School attendance is one of the strongest predictors of student success. Students learn best when they are consistently present, engaged, and connected to school. When students are present in school, they have more instructional time. Teachers can provide more interventions and support.

The following chart shows the average daily attendance for the Rochester City School District for the past six years. Before the pandemic, the average daily attendance rate for the district was 85.8%. In the 2021-22 school year, there was a decrease of 8.2 percentage points (77.6%). During the last three years the average daily attendance has remained flat at 79%. The district must continue to develop and implement a comprehensive plan to improve attendance in the district.

It is important to note that to improve student achievement in the district, it is important to improve attendance. When students attend school consistently and schools provide engaging instruction and support, we will see an increase in student achievement and graduations rates. The district must engage with the families and partners with community agencies to ensure that the students are attending school.

Table 1: RCSD Average Daily Attendance



The charts below show the overall proficiency levels in English Language Arts and mathematics from the 2018-2019 to 2024-2025 school year, for the district and a comparison chart for the Big 5 school districts in the state which are: New York City, Buffalo, Rochester, Syracuse, and Yonkers. Data for the 2019-2020 school year is not included because the state assessments were not administered due to the COVID pandemic.

Table 2: ELA - Rochester

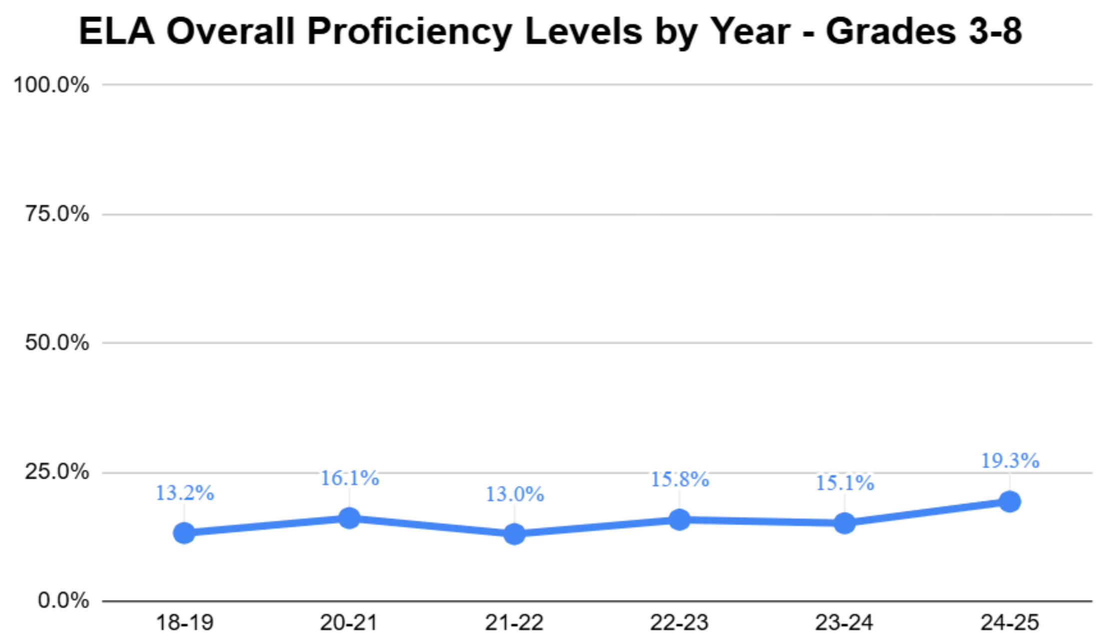


Table 3: ELA - Big 5 School Districts

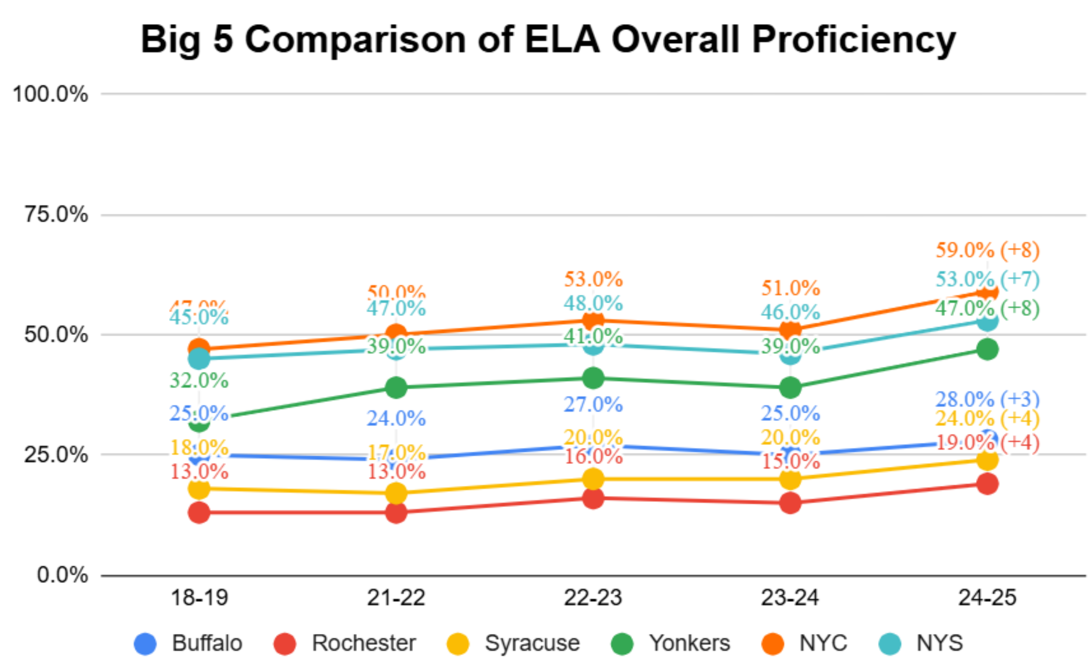


Table 4: Math-Rochester

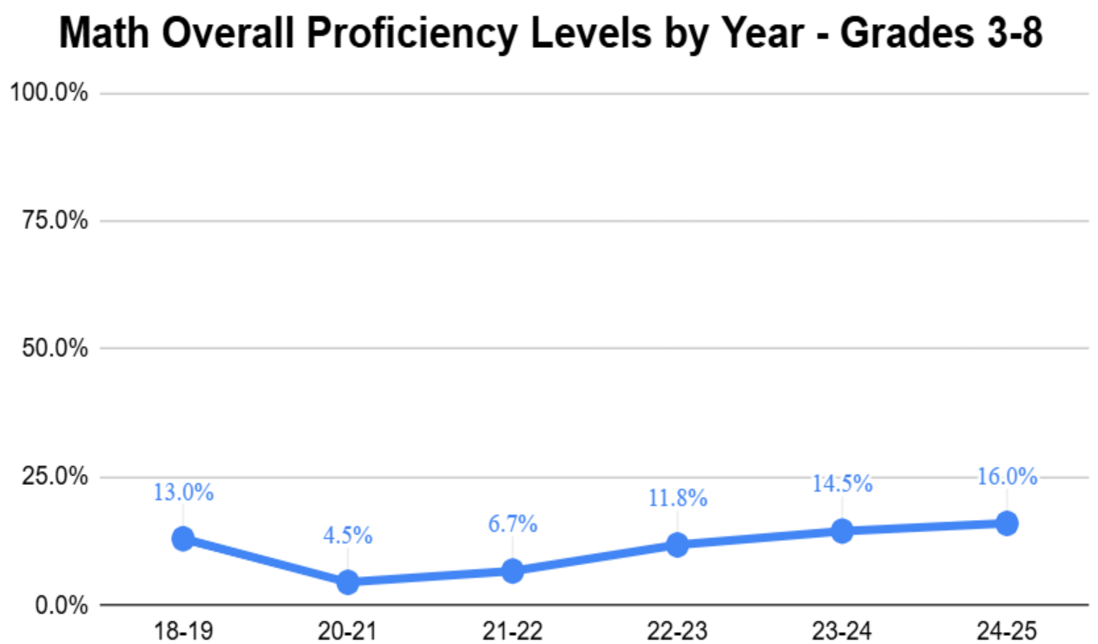
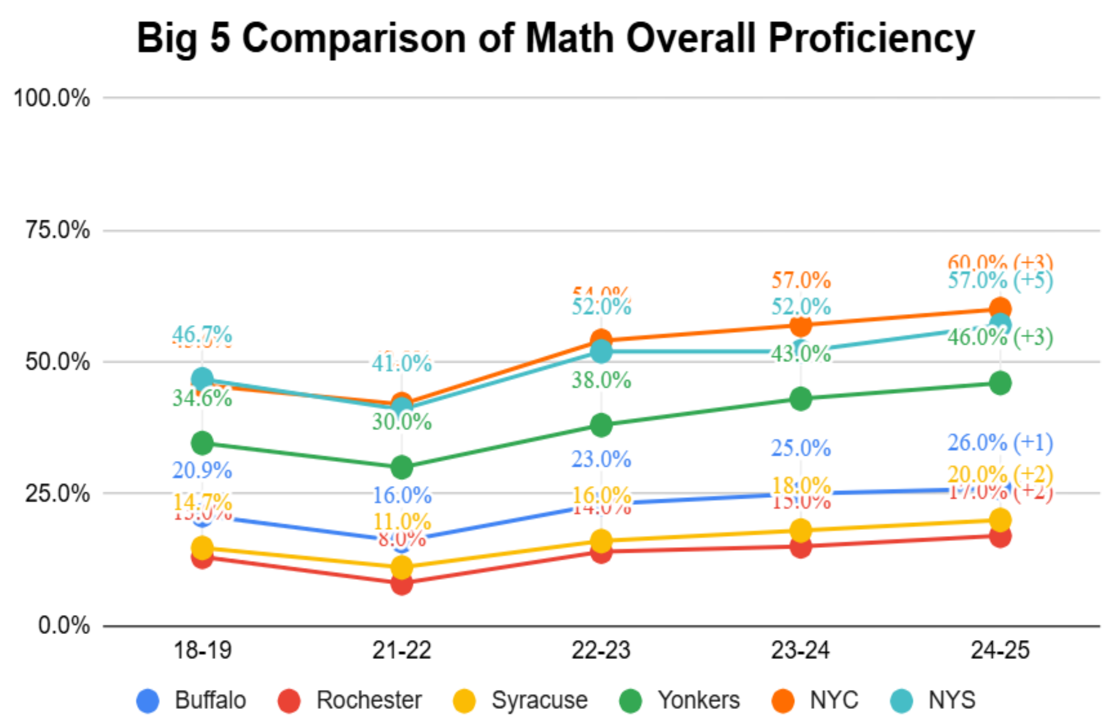
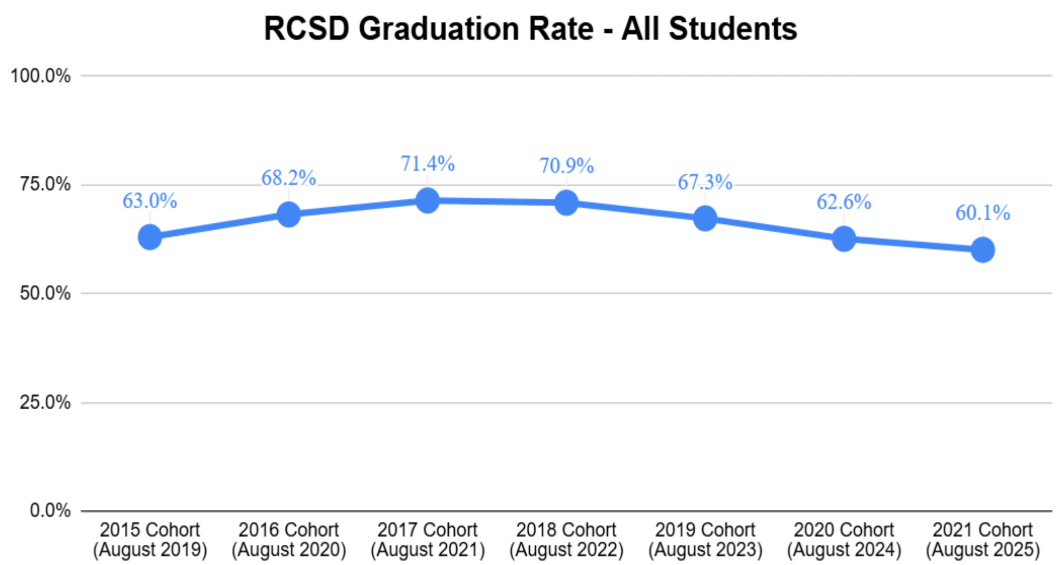


Table 5: Math – Big 5 School Districts



The table below shows the district's graduation rate for the last seven school years. Clearly evident is an increase in the graduation rates during the years 2019-2020, 2020-2021, and 2021-2022 school years. Due to the pandemic, examination requirements for graduation were temporally modified or waived, which contributed to higher graduation rates statewide. During the last three school years, graduation rates have declined incrementally. This decrease in graduation rates is directly connected to chronic absenteeism. Student absenteeism is a PreK-12 challenge for the district. Action plans must be developed to re-engage students and their families. The district needs to make sure that every student and family feels welcome and important.

Table 6: RCSD Graduation Rate



Chronic absenteeism significantly reduces the likelihood of reading proficiency at the primary grades and the credit accrual and on time graduation at the secondary level. These two issues call for a theory of action to focus on student outcomes and attendance.

*"**When** the district focuses on student outcomes and attendance, **then** we will see an increase in academic achievement and an increase in graduation rates."*

If the students are not present, they cannot benefit from quality instruction. Quality instruction must be aligned to measurable outcomes; attendance alone will not translate into student achievement.

vii. Academic Improvement Plan

The academic improvement plan will be aligned to the district's strategic plan, the Special Education Corrective Action Plan, and the Bilingual Education Corrective Action Plan.

The academic improvement plan will include recommendations for:

- Governance
- Literacy and math

- Attendance
- Graduation rates
- Special Education
- Receivership
- Staffing

viii. The financial plan will address:

- Governance
- Budget development
- Expenditure Controls (Contracts)
- Position control
- Operational efficiencies
- 5-year Financial Projections

ix. Conclusion

The Academic Improvement and Financial Plans include a series of recommendations intended to continue to improve student achievement and create financial stability in the district. The success of the plans will depend on the willingness of the board and the superintendent to execute the recommendations with fidelity. The district must make a move from compliance to accountability.

The plans are aligned to the revised goals recommended by the administration and approved by the board. The plans are also aligned with the CGCS Student Outcomes Governance Model. The board is responsible for governance, and the administration is responsible for the operation of the district. It is important to emphasize that for the students and staff to be successful, the board and the administration must work together to create a positive learning and working environment needed for success.

Academic Plan

Turnaround Leadership

Long-Term Goals/Outcomes	Strategic Plan Priorities/Goals	Recommendation	District Evidence
By June 2027, all members of the board of education (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.	A-1: The board shall continue the implementation of the Council of the Great City Schools Districts governance model adopted during the 2023–2024 school year. 1. All the commissioners and the superintendent shall participate in the training, as a result of which the board shall: a) Focus on governance. b) Monitor student progress data. c) Hold the superintendent accountable. d) Avoid micromanagement of the operations. e) Avoid personnel interference. f) Avoid school-level management decisions. All commissioners shall complete a self-evaluation annually aligned with the new governance model.	Board training attendance logs Board self-evaluations Meeting agendas
In January, the newly elected commissioners, including current commissioners shall engage in professional development to have a clear understanding of their duties responsibilities.	Priority 5 Operational, Efficiency/Excellence	A-2: The board shall engage in professional development with NYSSBA related to the duties, responsibilities, and expectations for elected board members in New York State after the election of new commissioners.	Board training attendance logs Training materials
In November 2027, the newly elected commissioners, shall engages in an orientation process to enhance their understanding of the Rochester City School	Relevant to all five district priorities.	A-3: The superintendent in collaboration with the president of the board and the clerk of the board shall develop an orientation program for newly elected commissioners. The orientation shall include: • Board meetings procedures	Orientation schedule Orientation materials Attendance logs

District (RCSD or the district"”).		• School visits • District Organization • District’s demographics • Curriculum development/adoption • Assessments • Achievement, attendance and graduation data • Multilingual learners/programs • Special education services • Financial oversight • Budget development (Revenue sources) • Fund balance (Restricted/Unrestricted funds) • Audit process • Credit card • Capital projects and Joint School Construction Board • Operations Department • Technology Department • Bargaining Units (Contract negotiations) • Recruitment and retention of staff • Communications Department	
The superintendent of schools (the superintendent) shall be provided with feedback and receive a formal evaluation annually by July.	Relevant to all five district priorities.	A-4: The board shall continue to support the superintendent to establish a positive learning and working environment for students and staff in the RCSD. The board shall: • Provide meaningful feedback, aligned to the superintendent’s goals for the 2026–2027 school year. • Follow the process established in the Student Outcomes Governance Model from the CGCS. • Complete a mid-year evaluation by January 2027 and annual evaluation by July 2027.	Superintendent evaluation tool Calendar of activities Samples of data to be included in the evaluation

To improve and stabilize the effectiveness of the board, the board will be able to understand and practice the balance between oversight and micromanagement.	Priority 5 Operational, Efficiency/Excellence	A-5: Every school year, the board shall continue to: 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, special meetings, and work session 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.	Board meetings attendance log
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 19% to 34% by June 2031. The number of students earning five or more credits in 9th grade will increase from 73% to 81% by June 2031.	Priority 1 Instructional Excellence: Preparing Students for Life	A-6: Continue the implementation and assess progress towards meeting the SMART goals revised by the board in February 2026 to improve student achievement and increase graduation rate. 1. The board should monitor quarterly progress towards attainment of the academic goals. 2. The superintendent shall share quarterly data with the board in regard to achievement of the goals.	Quarterly assessment reports CFA data i-Ready reports Attendance reports CKLA Reports LAS Links reports Marking period course passing data

		Data shall include: • i-Ready Data • Course passing rate after each marking period for grade 9–12 students. • Attendance (Students and staff) • Common Formative Assessments (The CFAs should be aligned to the standards) • I station • LAS LINKS • Core Knowledge Language Arts (CKLA) Post Assessment	
To continue to improve their practice, all cabinet members shall have a formal evaluation completed annually by June.	Relevant to all five district priorities.	A-7: Executive cabinet members' evaluations shall be initiated no later than 45 days following the first day of the school year. 1. Executive cabinet members' evaluation schedule and goals should be ready for review by the superintendent by October 31. 2. Executive cabinet members' evaluations shall be explicitly aligned to the revised goals and metrics approved by the board in February 2026. 3. The superintendent shall determine the tool that shall be used for the evaluation of the cabinet members.	Schedule of evaluations Samples of goal setting documents Evaluation tools Samples of performance reviews
Reduce the number of existing schools in receivership from 7 to no more than 4 by June 2029.	Priority 1 Instructional Excellence: Preparing students for Life	A-8: The superintendent shall continue to exercise the Powers of the Receiver allowed under Education Law 211-f and Commissioner's Regulations 100.19. Implementation of the laws and regulations should be examined with an intent to exercise the powers of the Superintendent Receiver by August each year.	Receivership action plans Staffing alignment reports Classroom walkthrough data Benchmark reports

		1. The superintendent shall limit the enrollment in all the schools in Receivership after BEDS Day in October, and true up the staffing of each school (including administrators) to align with the BEDS enrollment. 2. The placement of new classes and new students shall have the approval of the chief of the school. 3. The district shall continue to include in the budget funds to provide instructional and financial support to the receivership schools.	School dashboard
Talent Development			
By June, employment engagement in professional development activities will improve as evidenced by a 3% increase in participation rates and participant feedback, as compared to the previous school year.	Priority 3 Recruit, Grow and Retain	A-9: The Human Capital Department shall continue to strengthen recruitment efforts by ensuring all new teaching employees meet NYS certification requirements. 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	Certification reports by content area Orientation agendas Staffing reports

		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, monitor, and the fiscal consultant.	
Throughout the multiyear plan, all schools will be in compliance with the staffing ratios and class size provisions of collective bargaining agreements. RCSD shall continue to take steps to right-sized staffing and building assignments.	Priority 5 Operational Efficiency/Excellence	A-10: 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 monitor, fiscal consultant, and Executive Cabinet. TOSAs who hold teacher certification in high need areas shall be placed in vacant positions	TOA/TOSA reports
Annually by June, employee engagement in professional development activities will improve as evidenced by a 3% increase in participation rates and participant feedback, as compared to the previous school year.	Priority 1 Instructional Excellence: Preparing Students for Life	A-11: The district administration shall implement by June of each year a comprehensive professional development plan to address the following areas: • Standards alignment, • Student engagement, • Questioning rigor • Literacy integration	Professional Development Calendar Attendance logs Professional Development agendas
The RCSD will develop and implement a Grow Your Own Administrator program.	Priority 3 Recruit, Grow and Retain	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: 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	Leadership Academy Reports Evaluation reports Interview participation logs

		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.	
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.	Priority 1 Instructional Excellence: Preparing Students for Life Priority 3 Recruit, Grow and Retain	A-13: Continue to provide ongoing professional development to the school leaders on effective teaching practices. 1. Analyze the Annual Professional Performance Review (APPR) data and walk through 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. 3. 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: • Evaluation completion rate • Actions taken by the district administration in response to evaluation data. • Alignment to professional learning plans • Evaluation trends for teachers, principals, and assistant principals.	Professional Development Calendar APPR analysis reports Walkthrough trends Participants feedback

The monitor shall be included in the selection of the leadership positions for schools identified for Receivership.	Priority 3 Recruit, Grow and Retain	A-14: All interviews for school leader positions in schools under Receivership or district leadership positions with any responsibility for oversight of Receivership Schools shall include the participation of the monitor in the interview and selection process. Evidence of implementation shall be: 1. Meeting participation 2. Interview Notes 3. Resumé Reviews	Interview participation logs Titles of positions/locatio n
Instructional Transformation			
By the end of each summer, the district will see an increase in achievement of the students participating in the summer program.	Priority 1 Instructional Excellence: Preparing Students for Life	A-15: Continue the implementation of a summer program designed to provide academic, hands-on experience, and credit recovery for the students in the district. 1. By the end of March 2027, the administration shall present to the board the summer learning program proposal for elementary students including the Extended School Year (ESY) program, which shall be aligned with the goals approved by the board. The program should 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.	Summer program proposals Enrollment data Attendance data Assessments data Professional Development records

		5. By May 31st, submit to the State monitor and fiscal consultant an approved evaluation tool or goals to monitor effectiveness of the program.	
The district will ensure that the district's curriculum is aligned with the latest version of the NYS standards.	Priority 1 Instructional Excellence: Preparing Students for Life	A-16: The district shall continue to update curriculum materials, aligned to the Next Generation Standards and NYSED requirements. • By November 2026, the teaching and learning administration shall present to the superintendent a plan and budget for updating curricular materials for the 2027–2028 school year. • The superintendent shall ensure funding to implement the plan is included in the budget every school year.	Curriculum audit reports Copy of the plan Copy of the calendar Budget recommendations
The district shall use the data to monitor student progress towards meeting the academic goals.	Priority 1 Instructional Excellence: Preparing Students for Life	A-17: The district shall continue the use of the Data Wise model in data-driven decision-making and school and district improvement by minimally using data from the following sources: • APPR data • Classroom walkthrough data • Student assessment data • Student behavior data • School Improvement Plans	Data Wize Protocols Assessment calendars Benchmarks reports
By June 2027, the Office of Bilingual Education and World Languages will be following all the provisions of the Corrective Action Plan.	Priority 1 Instructional Excellence: Preparing Students for Life Priority 4 Strengthen School, Family, and Community Engagement	A-18: 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 Action Plan imposed on the district by the New York State Education Department Office of Bilingual Education and World Languages (OBEWL). 1. By September 1st, 2026, and each September annually thereafter, the superintendent's designee shall provide the	CAP report submissions Registration procedures Procedures for new entrant students Samples of multilingual family materials Updates on the transfer of the

		monitor with evidence that 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, are being implemented with full fidelity. 2. Continue the implementation of the standard operating procedures for the registration and placement of bilingual students. 3. The district shall implement and monitor the standard operating procedures for students entering/exiting the newcomer program. The procedures must be aligned to the requirements of law and regulations. • 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 language is spoken at home. 5. Continue to implement and monitor the action plans	RIA Program to East.

		developed during the 2024–2025 school year to address the State recommendations regarding the CR Part 154 audit. 6. Submit documentation to the monitor one week prior to CAP submissions. 7. Monitor the transfer of the Rochester International Academy (RIA) Program to East Lower and Upper Schools.	
By implementing the Language Proficiency Team, the district will be in compliance with C.R. Part 154-3.	Priority 1 Instructional Excellence: Preparing Students for Life	A-19: The district shall develop and maintain a Language Proficiency Team to conduct a review of all potential ELLs who enter school with an IEP as required by C.R. Part 154-3.	Language Proficiency Team Log Registration procedures
By June 2027, the district should have a revised curriculum for implementation during the 2027–2028 school year.	Priority 1 Instructional Excellence: Preparing Students for Life	A-20: 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. • Collaborate with the CGCS to complete the audit in a timely manner. • Develop a plan to implement the recommendations from the audit.	Audit plan Recommendations report. Plan for implementation.
The district will monitor the assessment data to ensure that the district is making progress towards achieving the board's academic goals.	Priority 1 Instructional Excellence: Preparing Students for Life	A-21: 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: • name of assessment • purpose and target audience. • frequency of administration	Assessments reports Intervention plans

		• strategy for utilizing and sharing data. • duration of administration • modality of administration • accommodations for ELLs and students with an Individualized Education Program (IEP). The assessment plan should address the following areas: • identify learning gaps early, • provide interventions quickly, and • monitor student growth quarterly. The district leadership shall approve an annual RCSD comprehensive assessment program by April 30 each year.	
By June, the district will reduce the current chronic absenteeism rate by 5% as compared to the previous school year.	Priority 1 Instructional Excellence: Preparing Students for Life Priority 2 Provide Healthy, Joyful, and Inclusive School Culture and Climate	A-22: Continue to reduce chronic absenteeism in the district. Students are considered chronically absent if they are absent > 10% of enrolled attendance days. 1. The district shall evaluate the effectiveness of the strategies implemented during the 2025-2026 school year by the end of August 2026. 2. Continue to implement the strategies that are effective. 3. 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. The staff from the attendance department shall work with the Office of Parent Engagement to offer workshops for parents of the importance of school attendance. The plan shall be submitted to the monitor for approval.	Attendance reports Attendance dashboards Attendance intervention plans Parent outreach logs

The number of students completing five credits by the end of the ninth-grade year will increase by 4%, compared to the previous school year.	Priority 1 Instructional Excellence: Preparing Students for Life	A-23: The district administration shall continue to revise the selection process for each year's incoming ninth-grade cohort to: 1. Become more family and student friendly. 2. Include more family and student involvement. 3. Better align with the budget and staffing schedule. The district administration shall provide annually within 45 days of the lottery closing for participants detailed information to the monitor about the lottery, including, but not limited to: • 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. The district administration shall provide the monitor with monthly information about the number of students transferred to and from each school in the preceding month.	Lottery reports
Increase the graduation rate in the RCSD by 4% every year.	Priority 1 Instructional Excellence: Preparing Students for Life Goal 1D: Increase the number of students earning five or more credits in 9^{th} grade from 73% to 81% by June 2031.	A-24: School leaders and district administration shall monitor the percentage of high school students who are completing five (5) or more credits by the end of the school year. 1. School and district leaders shall monitor the course passing rate at the end of each marking period for high schools and middle school students enrolled in high school courses. 2. Passing rate data shall be shared with the board after each marking period.	Marking periods reports Graduation tracking reports (Regents, courses) Credit accrual reports

		Intervention strategies for students not passing the five credits shall be shared with the board.	
By the end of every school year, the number of students earning five or more credits in every grade level will increase by 4%.	Priority 1 Instructional Excellence: Preparing Students for Life	A-25: 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: 1. Quarterly district dropout rates 2. Quarterly reports on students on track to graduate, which should be shared as follows: • Board • Monitor • Executive Leadership • Chiefs • Principals • PTA/PTO Leadership	Dropouts reports by race, gender, schools
The implementation of the Multitiered System of Support (MTSS) will be done with fidelity in every school by June 2027.	Priority 1 Instructional Excellence: Preparing Students for Life	A-26: 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. • Continue to collaborate with the MTSS coach from NYSED	MTSS meeting notes SAM tool results Intervention documentation
By the end of the 2026–2027 school year, the district will see a reduction of the number of schools identified for Receivership and CSI.	Priority 1 Instructional Excellence: Preparing Students for Life	A-27: Update the action steps to be taken during the 2026–2027 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: 1. By October, identify Problems of Practice as areas of focus for low-performing schools.	Action plan to support receivership and CSI schools Samples of monitoring schedules Professional development agendas

		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 monitor. This process shall begin in September. 4. Establish a forum for school and district leaders to examine benchmark data related to problems of practice on a 4–6-week basis. This process shall begin immediately. 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.	
By the end of the 2026–2027 school year, the district shall have addressed the notice of non-compliance received from NYSED stemming from the 2025-2026 Suspension Compliance Review.	Priority 1 Instructional Excellence: Preparing Students for Life	A-28: District administration shall address the non-compliance citation received from NYSED stemming from the 2025-2026 Suspension Compliance Review.	Corrective action plan report Discipline reports for SWD
By June 2027, the district shall have a plan for implementation of the audit recommendations.	Priority 1 Instructional Excellence: Preparing Students for Life	A-29: The district will be engaging the CGCS in an audit of the Special Education Department during the 2026-27 school year. • The district shall share the results of the audit with the board. • The district shall develop and implement a plan to address the audit recommendations during the 2026-27 school year.	Audit report Plan of action for the recommendations

By June 2027, all the administrators in the Special Education Department will have a better understanding of the CSE process.	Priority 1 Instructional Excellence: Preparing Students for Life	A-30: In collaboration with NYSED Department of Special Education, the district shall provide professional development to the Special Education Department administrators on the Committee on Special Education (CSE) Process.	Attendance logs Professional development agendas Professional Development evaluation summary
New employees hired to work with students with special needs will have a clear understanding of their roles and responsibilities.	Priority 1 Instructional Excellence: Preparing Students for Life	A-31: The district shall provide professional development on understanding IEPs, academic support, and behavior management to new hires in the special education department within two weeks of employment.	Professional development agenda Professional Development Schedule/Topics
By fall 2026, and each fall annually thereafter, RCSD will successfully transition all 8^{th} grade students into their respective 9^{th} grade school setting/building.	Priority 1 Instructional Excellence: Preparing Students for Life	A-32: 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.	Evidence-based Strategy Report
The number of parents/guardians involved in the district shall increase by 10% by June 2027, compared to the 2025–2026.	Priority 1 Instructional Excellence: Preparing Students for Life	A-33: District administration shall continue to develop and implement quarterly workshops for RCSD families on early literacy and early numeracy based on the curriculum and State standards. • 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. • During these workshops, the district should continue to reinforce the importance of school attendance for students	Parent workshop attendance logs Workshops agenda Participants evaluations

		to improve their academic skills.	
The district shall have achievement data available for parent/guardians on the RCSD website.	Priority 4 Strengthen School, Family, and Community Engagement	A-34: 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.	Samples of data reports posted by school
The district will reduce/eliminate the number of schools on receivership.	Priority 1 Instructional Excellence: Preparing Students for Life	A-35: District administration shall continue to gather feedback from School Based Management Teams (SBMT), Receivership principal, and Receivership chiefs shall identify the largest district-created barriers preventing schools under Receivership from making Demonstrable Improvements (e.g., student placement, special education practices, transportation, staffing). Once identified, district leadership in collaboration with chiefs supervising schools under Receivership shall implement a plan of action for district leadership to facilitate removal of identified barriers throughout the district and present the plan to the monitor semiannually, starting August 1st.	Samples of feedback, minutes of meetings Action plans to support the schools
By June 30, 2029, at least 70% of all schools shall be implementing the community school program with full fidelity.	Priority 4 Strengthen School, Family, and Community Engagement	A-36: 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 school years.	Evidence of the implementation of the Community School Model by school. Samples of the reports addressing the 4 pillars.

		1. Coordinators should submit a monthly report, structured around the 4 pillars, to chiefs, with a copy to the monitor. 2. Beginning Fall 2026, the district should transfer coordinators from schools that consistently do not adhere to the guidelines and standards of the research-based community school model.	
Culture Shift			
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-37: The district and school websites should continue to provide multilingual, easy access to the following information: • Current and previous year's budget • Academic performance • Extended Learning Opportunities for students • Current Course Catalogue • High School Selection Process • Major District Initiatives	Samples of the information posted in different languages.
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: Annually, by October 31, every school shall have a Parent Teachers Organization (PTO) or a Parent Teachers 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.	List of parent representatives by school. Attendance logs
RCSD will strengthen the connection between school, family, and community by	Priority 4 Strengthen School, Family, and	A-39: The superintendent or superintendent's designee shall continue to meet with the Executive	Meeting logs Meeting agendas

ensuring 100% of schools have representation of parents on school-based planning teams.	Community Engagement	Steering Committee of School-Based Planning Teams quarterly to exchange information on needs and opportunities to improve outcomes for RCSD students.	
By June 2027 and every year thereafter, 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%.	Priority 4 Strengthen School, Family, and Community Engagement Priority 5 Operational Efficiency/Excellence	A-40: Effective during the 2026–2027 school year, the administration shall develop and implement a plan or strategy to: 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.	Submission of a plan. Quarterly monitoring progress
Systems, Resources, and Structures			
By June 2027, the district shall be in compliance, as determined by NYSED, with services provided for students with disabilities.	Priority 1 Instructional Excellence: Preparing Students for Life	A-41: 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: 1. Executive Cabinet 2. Monitor 3. Chiefs 4. Principals 5. Board An executive summary of outcomes from the execution of the key strategies, including supporting data, shall be presented semiannually to the monitor and the board after the second and fourth marking periods.	Consent decree progress reports
RCSD school configurations align with curriculum resources and best practices for student achievement.	Priority 1 Instructional Excellence: Preparing Students for Life	A-42: Every July, the district administration shall identify a minimum of three innovative and evidence-based strategies at each grade span (i.e., elementary, middle and high school) the district will utilize annually to address academic	List of the strategies by level Funding to support the strategies.

		achievement as part of the district's State and federal funds investment strategy. For each grade span, the district administration shall identify and report for each marking period on the following: • Strategies • Funding amount • Students impacted • Baseline data • Level of academic progress • Midyear review 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 monitor.	Implementation reports.
RCSD school configurations align with curriculum resources and best practices for student achievement.	Priority 1 Instructional Excellence: Preparing Students for Life Priority 2 Provide Healthy, Joyful, and Inclusive School Culture and Climate	A-43: The district administration shall explore a realignment of the school grade level configuration to make space available at the elementary level during the next two years. (i.e., Pre-K - 5, 6 - 8, 9 -12)	Resolution approved by the board.
100% of all RCSD schools shall have fully implemented Professional Learning Community (PLC) programs.	Priority 1 Instructional Excellence: Preparing Students for Life	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, Sleegers). The status of accomplishing this task should be documented in quarterly reports submitted to the monitor.	Meeting agendas Minutes from the meetings Progress reports
Financial Plan			
General Fiscal Practices			
100% of all contracts over $35,000 shall be reviewed every school year.	Priority 5 Operational Efficiency/Excellence	F-1: The board and administration shall continue to implement the process to examine all contracts and	The contract review process

		programs providing direct services to staff and students over $35,000 (per policy) for the following: 1. Evidence of impact on student outcomes 2. Alignment to the strategic plan 3. Duplication of efforts 4. Cost analysis 5. Feasibility 6. Equity 7. Need 8. Sustainability. Documentation of this process's implementation shall be available as part of the quarterly reports submitted by the district to the State monitor and NYSED.	shall continue to be used. Cost analysis Program evaluations reports.
Every school year, all schools will follow the staffing ratios and class size provisions of collective bargaining agreements.	Priority 5 Operational Efficiency/Excellence	F-2: At least twice during the school year, the district administration shall allocate resources to each school based on an analysis of enrollment data. The district shall use class size guidelines for staffing/budget development in all schools. The district shall conduct a comprehensive analysis of current enrollment and staffing in each school, program, and Central Office annually by November 1. This information shall be shared in writing with the monitor and fiscal consultant no later than November 15.	Enrollment analysis Staffing report by school True-up process shall be documented with any changes included in a report.
Every school year, all schools will follow the staffing ratios and class size provisions of collective bargaining agreements.	Priority 5 Operational Efficiency/Excellence	F-3: RCSD shall continue to adhere to the staffing ratios outlined in the collective bargaining agreements (CBAs). 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	Staffing report by school Class size report based on CBA.

		provisions of the CBAs for review by the 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 monitor.	
Every school year, all schools will follow the staffing ratios and class size provisions of collective bargaining agreements.	Priority 5 Operational Efficiency/Excellence	F-4: The superintendent shall continue to audit the central office staff to continue to right-size the district and identify areas for consolidation and savings before the development of the school year budget. The audit will provide information for the superintendent to: 1. Continue to 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.	Audit Report of CO positions. Organizational charts shall be made available prior to the start of the school year.
By June 30, 2027, 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	F-5: Central administration shall continue to provide principals/directors and chiefs with three years of historical data for expenditures by February 1 each year. The district shall commit to the following: 1. Train the principals and directors in the ORACLE format. 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	The CFO or Exec. Budget Director shall provide PD to administrators specific to individual budgets

		6. Hold staff accountable for the proper use of the Concur system	
Every school year, all schools will follow the purchasing procedures established by the purchasing department.	Priority 5 Operational Efficiency/Excellence	F-6: 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 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. 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.	Monthly P-card reports and confirming orders.
Every school year, all schools will follow the purchasing procedures established by the purchasing department.	Priority 5 Operational Efficiency/Excellence	F-7: 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.	Documentation shall be shared with the monitor and the fiscal consultant.
100% of all State and federal grants shall be reviewed every school year with documentation provided to the board, State monitor, and fiscal consultant.	Priority 5 Operational Efficiency/Excellence	F-8: 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: • Purpose • Amount • Duration • Scope of Work • Outcomes • Alignment to District Priorities • Staff Oversight	Quarterly grant reports shall be shared with the board, state monitor and fiscal consultant.

By June 30, 2027, 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%.	5 nal y/Excellence	F-9: The district administration shall request approval for the creation of new positions and the abolishment of positions before action is taken by the human capital department.	Board resolutions shall be shared with the monitor and the fiscal consultant.
By June 30, 2027, 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	F-10: 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 monitor and fiscal consultant. • The report should include the number of vacant positions by school/department	Position control report. The vacancy report shall be shared with the Executive Cabinet.
By June 2026, the position control system from ORACLE shall be implemented within the RCSD.	Priority 5 Operational Efficiency/Excellence	F-11: 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 position control system in ORACLE.	Oracle implementation report shall be shared with the cabinet, state monitor and fiscal consultant.
All extra-pay activities (Resolutions) presented to the board for approval shall include a brief description.	Priority 5 Operational Efficiency/Excellence	F-12: The district administration shall continue to include transparent explanations for activities listed on resolutions for extra pay, including detailed descriptions of outcomes and deliverables.	Samples of resolutions
RCSD will seek to secure all viable funding sources (including competitive and non-competitive grants).	Priority 5 Operational Efficiency/Excellence	F-13: The district administration shall continue to monitor the allocation of federal funds in the event there 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.	Exec. Director of Grants shall continue to provide quarterly reports to the board, monitor and fiscal consultant.
Governance and Programmatic Decision Making			
The superintendent shall submit a balanced budget every school year to the	Priority 5 Operational Efficiency/Excellence	F-14: No later than December 31, the district leadership shall submit a monthly analysis of the vacancy	Vacancy report shall be provided to cabinet,

Board of Education by March.		reports to the executive cabinet, fiscal consultant, and the State monitor. This information will be used in the development of the 2027–2028 school year budget.	monitor and fiscal consultant.
By June 30, 2027, 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-15: Annually, the district administration shall identify the various revenue components and amounts included in the following sources of revenue: 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 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. The district shall identify annually any new revenue sources.	Revenue analysis report provided to the board monthly.
Legal and Financial Audits			
100% of all Memorandum of Agreement (MOAs) and Memorandum of Understanding (MOUs) shall continue to be reviewed by the legal department during the 2025–2026 school year.	Priority 5 Operational Efficiency/Excellence	F-16: 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 management system for easy access for key district personnel.	MOA/MOU reviews shall be shared with the cabinet.
RCSD shall utilize external legal resources when deemed necessary.	Priority 5 Operational Efficiency/Excellence	F-17: District administration shall continue using external counsel to audit all CBAs for potential areas of improvement through negotiation.	Outside legal CBAs audit report shall be shared with the cabinet.

		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 school year budget.	Priority 5 Operational Efficiency/Excellence	F-18: The executive cabinet and the Monitor shall review all EWAs annually to better understand opportunities to further support Receivership schools.	EWA analysis should be done annualy.
The district shall continue the internal functions of self-auditing in all identified departments.	Priority 5 Operational Efficiency/Excellence	F-19: 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 monitor before December 1, 2026.	Audit report. Recommendatio ns and development of a plan for implementation shall be shared with the cabinet.
Budget Development			
District and school leaders shall be accountable for expending funds correctly and producing measurable results.	Priority 5 Operational Efficiency/Excellence	F-20: The district administration shall continue to ensure school and district leaders are trained annually in best practices in finance and budgeting. Training shall include department or school-level budget accountability. Administrators shall be able to: • Align expending to school improvement plan. • Identify measurable outcomes. • Justify intervention cost.	CFO/ Exec. Director of budget shall provide training to the administrators on individual budgets. Attendance log Training agenda
By December 2026, district administration will have recommendations from the stakeholders of possible saving areas.	Priority 5 Operational Efficiency/Excellence	F-21: The board and the superintendent shall establish a task force at the beginning of the school year to do research and make recommendations for cost saving measures to address the revenue gap included in the Five-Year Financial Plan. The recommendations shall be taken into consideration during the development of the 2027-2028 budget. The task force members should include:	List of task force members. Recommendatio ns report and a plan for implementation of the recommendation s shall be shared with the board and the cabinet.

		• District employees • Union leaders • Students • Parents • Community members • Elected officials	
The superintendent shall submit a balanced budget every school year to the board by March.	Priority 5 Operational Efficiency/Excellence	F-22: The district shall review and revise the budget development processes and timelines implemented to produce the 2027–2028 school year budget. 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: • 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	Revision of budget calendar to identify milestones for the budget development process. The budget calendar shall continue to be approved by the board in October.
The superintendent shall submit a balanced budget every school year to the board by March.	Priority 4 Strengthen School, Family, and Community Engagement Priority 5 Operational Efficiency/Excellence	F-23: The district administration, school leaders, and board leaders shall continue to implement and monitor a participatory budget model for the development of the 2027–2028 school year budget.	Plan for implementation of participatory budget model Progress reports on the implementation.
The superintendent shall submit a balanced budget every school year to the board by March.	Priority 4 Strengthen School, Family, and Community Engagement Priority 5	F-24: The superintendent shall schedule a meeting by November 2026 to discuss the format of the budget book and any complementary budget materials highlighting the following:	The superintendent shall schedule a public meeting with the board to discuss the format of budget

	Operational Efficiency/Excellence	• 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.	book for transparency.
The superintendent shall submit a balanced budget every school year to the board by March.	Priority 5 Operational Efficiency/Excellence	F-25: Annually, by March 1st, the district shall submit to the 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.	Submission of 5-year financial plan by March first.
The superintendent shall submit a balanced budget every school year to the board by March.	Priority 5 Operational Efficiency/Excellence	F-26: The Superintendent shall present to the board and the stakeholders the changes in the proposed budget in comparison with the previous school year budget before the budget deliberations and approval by the board. The presentation is based on the Proposed Executive Budget and shall include: • Revenues • Appropriations • Alignment to the board goals • New additions • Reductions	Budget presentation to the board and stakeholders
Throughout the year, the administration shall monitor the revenues and expenses	Priority 5 Operational Efficiency/Excellence	F-27: The district shall include the monitor and the fiscal consultant in	The superintendent shall provide the

included in the budget for possible adjustments.		any discussion/revision of the school year budget.	monitor and the fiscal consultant with any changes or shifts in budget adjustments, position changes during the budget development process.
Organization, Structure and Operational Efficiency			
RCSD shall maximize the reimbursement [funding] opportunities available from Medicaid.	Priority 5 Operational Efficiency/Excellence	F-28: 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.	Documentation of Direct RS Service log shall be provided to the monitor and the fiscal consultant monthly.
By June 2027, the district shall develop a comprehensive long-range plan to optimize the efficient utilization of facilities for students, aiming to reduce costs, minimize environmental impact, and enhance convenience and safety.	Priority 5 Operational Efficiency/Excellence	F-29: District administration shall continue to implement strategies to reduce the rising cost of utilities in the district and submit a report annually, by November 1st to the monitor and fiscal consultant, which includes actions and outcomes.	List of strategies to reduce energy costs. Progress report on the implementation of the strategies.
RCSD shall maximize the reimbursement [funding] opportunities available from Medicaid.	Priority 5 Operational Efficiency/Excellence	F-30: Effective immediately; all recommendations from the Medicaid Compliance Officer for improvement and compliance shall be provided to the board, superintendent, monitor, and fiscal consultant quarterly. Following the report from the Medicaid Compliance Officer shall include a response from the special education department addressing all findings in the report shall be shared with the monitor within 45 days.	Medicaid compliance report Corrective action responses shall be shared with the monitor and the fiscal consultant

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-31: 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.	Schedule presentations to BOE quarterly. Samples of the report.
Transportation			
By June 2027, 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, resulting in a 5% reduction in expenses compared to the 2025–2026 school year.	Priority 5 Operational Efficiency/Excellence	F-32: 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.	Samples of strategies to reduce reliance on transportation. Action plan for implementation of the strategies.

x. Appendices

Shifting the Narrative from Chronic Absenteeism to Chronic Attendance

New Study: Kids Who Scored Worst on NAEP Missed the Most School Before the Test

U.S. Faces ‘School Attendance and Graduation Crises’

7 insights about chronic absenteeism, a new normal for American schools

PROOF POINTS: Tracking student data falls short in combating absenteeism at school