New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan

2026-27

District	Superintendent
Rochester City School District	Dr. Eric Jay Rosser

Section 1: Building a Shared Understanding for Teaching and Learning

Purpose: Ground the plan and support coherence and consistency by clarifying the district's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	*High-Quality, Tier 1 Instruction in RCSD ensures that every student, every day, experiences rigorous, grade-level learning in culturally responsive classrooms where students feel seen, valued, and empowered to think deeply, collaborate, and monitor their progress toward clear learning goals.*

Section 2: District Actions to Support Structures

This section of the DCIP is devoted toward actions the **DISTRICT WILL DO** to support the strengthening of the same structures schools are strengthening in their SCEPs.

District Actions to Support Teacher Learning Core Structures

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Teacher Learning:

- **Fund and staff instructional coaching positions**, including ratios that allow coaches to work deeply with teachers rather than being spread thin across too many schools or roles.
- **Invest in content expertise** by hiring or contracting subject-matter specialists who can support coaches and schools in high-leverage content areas, especially where internal capacity is uneven.
- **Build districtwide learning communities for instructional coaches**, providing ongoing training in facilitation, reflective questioning, adult learning, and content-specific pedagogy.
- **Provide training, ongoing support, and role clarity for instructional coaches**, ensuring they have content expertise aligned to district instructional priorities and strong skills in supporting adult learning through questioning, facilitation, data analysis, and reflection.
- **Fund and protect coaching roles** by limiting non-instructional assignments and compliance work that dilute their impact.
- **Create access** to instructional experts, demonstration classrooms, and shared resources for schools without in-house coaching capacity.
- **Provide substitute coverage or release time** so teachers can participate in learning cycles, peer observations, lesson study, or coaching without disrupting instruction.
- **Develop shared tools and protocols** for collaborative planning, student work analysis, and coaching cycles, reducing the burden on schools to invent their own systems.
- **Align master scheduling guidance and staffing allocations** to protect collaborative planning time during the instructional day.
- I**nvest in multi-year professional learning** tied to a small set of instructional priorities rather than rotating annual initiatives.
- **Provide shared district tools, protocols, and learning resources** that anchor teacher learning in daily instructional work rather than stand-alone trainings.

What specific activities will the district pursue to strengthen the Teacher Learning Structures around Teacher Collaborative Time and Teacher Access to Experts?

<table>
<tr><th>DISTRICT ACTION</th><th>METHODS</th><th>SUCCESS CRITERIA</th></tr>
<tr><td>What activity will we pursue?</td><td>What does this district level support/action entail? What will implementation look like in our district?</td><td>What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?</td></tr>
<tr><td>• Fund and staff instructional coaching positions, including ratios that allow coaches to work deeply with teachers rather than being spread thin across too many schools or roles.</td><td>District instructional coach staffing allocations for Receivership and CSI schools is:

Elementary Buildings
• 1 Instructional Coach + Additional allocation based on enrollment/ratio:
<table><tr><th colspan="2">Student Ratio</th><th rowspan="2">Additional Coach</th><th rowspan="2">Total Coach</th></tr><tr><th>From</th><th>To</th></tr><tr><td>0</td><td>399</td><td>0</td><td>1</td></tr><tr><td>400</td><td>800+</td><td>1</td><td>2</td></tr></table>
All Middle School Buildings:
• 3.2 Instructional Coach FTEs
○ 0.7-0.8 Math, 0.7-0.8 Science, 0.8 Social Studies, 0.8 English
○ ALL must still continue to teach at least 1 class

All High School Buildings:
• 3.2 Instructional Coach FTEs
○ 0.7-0.8 Math, 0.7-0.8 Science, 0.8 Social Studies, 0.8 English
○ ALL must still continue to teach at least 1 class

District instructional coach staffing allocations for non-Receivership and non-CSI schools is:

All Elementary Buildings:
• 1 Instructional Coach

All Middle School Buildings:
• 3.2 Instructional Coach FTEs
○ 0.7-0.8 Math, 0.7-0.8 Science, 0.8 Social Studies, 0.8 English</td><td>Goal: Capacity building of staff and improved student outcomes.

Data: Instructional Coach Staffing Allocations; District-Wide Walkthrough Tool Data; Student outcomes data

Improvements we hope to see: Increased presence of effective instructional practices within Tier 1 core instruction, aligned to district-adopted, standards-aligned curriculum and the district's evidence-based instructional framework as measured by a district-wide walkthrough tool</td></tr>
</table>

	○ ALL must still continue to teach at least 1 class **All High School Buildings:** • **3.2 Instructional Coach FTEs** ○ 0.7-0.8 Math, 0.7-0.8 Science, 0.8 Social Studies, 0.8 English ▪ ALL must still continue to teach at least 1 class	
• **Invest in content expertise** by hiring or contracting subject-matter specialists who can support coaches and schools in high-leverage content areas, especially where internal capacity is uneven.	District staffing allocations for subject-matter specialists who can support coaches and schools is: • 1.0 Executive Director and 2.0 District Coaches for Mathematics • 1.0 Executive Director and 2.0 District Coaches for ELA and Literacy • 1.0 Executive Director and 2.0 District Coaches for Science • 1.0 Executive Director and 2.0 District Coaches for Social Studies • 1.0 Executive Director and 2.0 District Coaches for Art and Music • 1.0 Executive Director and 2.0 District Coaches for College, Career, and Civic Readiness • 1.0 Executive Director and 1.0 District Coach for Library and Media Services • 1.0 Executive Director and 1.0 District Coach for Health and Physical Education • 1.0 Executive Director, 2.0 Directors, and 3.0 District Coaches for Bilingual Education, World Languages and ENL	Goal: Capacity building of staff and improved student outcomes. Data: Staffing Allocations; District-Wide Walkthrough Tool Data; student outcomes data Improvements we hope to see: Increased presence of effective instructional practices within Tier 1 core instruction, aligned to district-adopted, standards-aligned curriculum and the district's evidence-based instructional framework as measured by a district-wide walkthrough tool.
• **Develop shared tools and protocols** for collaborative planning, student work analysis, and coaching cycles, reducing the burden on schools to invent their own systems.	• RCSD Shared Collaborative Norms • Meeting Wise Template • Evidence Analysis Protocol • Task Analysis Protocol • General LASW • Lesson-Level LASW • Unit-Level LASW • PLC Protocol • Coaching Logs • Unit Unpacking Protocol • Lesson Planning Protocol • Tuning / Consultancy Protocol	Goal: Capacity building of staff and improved student outcomes Data: Portfolio of protocols; Collaborative Data Inquiry (CDI) toolkit + associated data; District-Wide Walkthrough Tool Data; student outcomes data

	Develop the protocols Make the protocols universally accessible (website/explanations) Build capacity in protocol facilitation Monitor impact (observe teacher practice, surveys to assess perception, student outcomes)	Improvements we hope to see: Increased presence of effective instructional practices within Tier 1 core instruction, aligned to district-adopted, standards-aligned curriculum and the district's evidence-based instructional framework as measured by a district-wide walkthrough tool.
• **Align master scheduling guidance and staffing allocations** to protect collaborative planning time during the instructional day.	District leaders will ensure guidance is provided to school leaders and registrars to ensure collaborative planning time is built into all master schedules. • At the elementary level, this will include at least 30 minutes weekly of grade level team meeting time for each grade level to engage in professional learning communities (PLCs). 30 minutes is as per the Rochester Teachers' Association [RTA] union contract, though where possible, leaders and registrars will strive to include more time within the constraints of the contract. • At the secondary level, this will include… of collaborative planning time by content teams for to engage in professional learning communities (PLCs).	Goal: Capacity building of staff and improved student outcomes. Data: Portfolio of master schedules; District-Wide Walkthrough Tool Data; Student outcomes data Improvements we hope to see: Increased presence of effective instructional practices within Tier 1 core instruction, aligned to district-adopted, standards-aligned curriculum and the district's evidence-based instructional framework as measured by a district-wide walkthrough tool

District Actions to Support Rigorous, Standards-Aligned Instruction

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Rigorous, Standards-Aligned Instruction:

- **Adopt and maintain high-quality instructional materials** and invest in training, curriculum mapping, and implementation supports so schools are not left to interpret standards independently.
- **Ensure teachers have access to low-floor, high-ceiling tasks** that are capable of stretching student thinking.
- **Fund district-level instructional expertise** to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles. - Jenn + School Chiefs
- **Fund curriculum implementation supports**, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor. - Jenn + School Chiefs
- **Build leadership capacity** so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them without reverting to compliance-driven practices. - Jenn + School Chiefs
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- **Provide tools, protocols, and exemplars** that instructional leadership teams can use to examine curriculum use, task quality, student work, and patterns of instruction. - Jenn + School Chiefs
- **Provide districtwide data systems** that allow leadership teams to examine instructional patterns across classrooms and schools.
- **Coordinate central office roles** (curriculum, assessment, special education, multilingual learners) to ensure guidance to schools reinforces a single instructional vision.
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- **Protect schools from initiative overload** by prioritizing a limited number of instructional commitments and sunsetting low-impact or competing demands.

What specific activities will the district pursue to strengthen the Instructional Leadership Team Core Structures around Rigorous, Standards-Aligned Instruction?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
• **Fund district-level instructional expertise** to steward task	District-level instructional expertise has been funded through district staffing allocations for subject-matter specialists as follows: • 1.0 Executive Director and 2.0 District Coaches for Mathematics	Goal: Capacity building of staff and improved student outcomes.

quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.	• 1.0 Executive Director and 2.0 District Coaches for ELA and Literacy • 1.0 Executive Director and 2.0 District Coaches for Science • 1.0 Executive Director and 2.0 District Coaches for Social Studies • 1.0 Executive Director and 2.0 District Coaches for Art and Music • 1.0 Executive Director and 2.0 District Coaches for College, Career, and Civic Readiness • 1.0 Executive Director and 1.0 District Coach for Library and Media Services • 1.0 Executive Director and 1.0 District Coach for Health and Physical Education • 1.0 Executive Director, 2.0 Directors, and 3.0 District Coaches for Bilingual Education, World Languages and ENL Additionally, the district has set aside funds for additional hourly pay with which to engage a wider cohort of teachers and instructional coaches as grade level team leads in stewarding task quality, curriculum use, and grade-level rigor. These staff members will be engaged in capacity building, work, and the facilitation of professional learning for others throughout the school year.	Data: Staffing allocations; Strategic plans for the development of grade level team leads by department (with supporting additional pay resolutions); District-Wide Walkthrough Tool Data; Student outcomes data Improvements we hope to see: Increased presence of effective instructional practices within Tier 1 core instruction, aligned to district-adopted, standards-aligned curriculum and the district's evidence-based instructional framework as measured by a district-wide walkthrough tool
• **Fund curriculum implementation supports**, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.	In addition to the funding of district-level instructional experts, the district has also funded additional curriculum implementation supports including contracted professional development services as well as referenced above, set aside funds for additional hourly pay with which to engage a wider cohort of teachers and instructional coaches as grade level team leads in curriculum implementation and support These staff members will be engaged in capacity building, work, and the facilitation of professional learning for others throughout the school year.	Goal: Capacity building of staff and improved student outcomes. Data: Partnership agreements; strategic plans for curriculum implementation and the development of grade level team leads by department (with supporting additional pay resolutions); District-Wide Walkthrough Tool Data; Student outcomes data Improvements we hope to see: Increased presence of effective instructional practices

		within Tier 1 core instruction, aligned to district-adopted, standards-aligned curriculum and the district's evidence-based instructional framework as measured by a district-wide walkthrough tool
• **Build leadership capacity** so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them without reverting to compliance-driven practices. -	Engage instructional leaders (Principals, Assistant Principals, Associate Directors, Instructional Coaches) in aligned monthly professional development activities related to the instructional priorities, including previewing of district-wide professional learning content, supporting follow-up in PLCs and coaching cycles, and engaging in monitoring and providing high-quality feedback.	Goal: Capacity building of staff and improved student outcomes. Data: Professional development plan for instructional leaders with survey data; District-Wide Walkthrough Tool Data; Student outcomes data Improvements we hope to see: Increased presence of effective instructional practices within Tier 1 core instruction, aligned to district-adopted, standards-aligned curriculum and the district's evidence-based instructional framework as measured by a district-wide walkthrough tool
• **Provide tools, protocols, and exemplars** that instructional leadership teams can use to examine	• RCSD Shared Collaborative Norms • Meeting Wise Template • Evidence Analysis Protocol • Task Analysis Protocol • General LASW • Lesson-Level LASW	Goal: Capacity building of staff and improved student outcomes Data: Portfolio of protocols; Collaborative Data Inquiry (CDI) toolkit

curriculum use, task quality, student work, and patterns of instruction. -	• Unit-Level LASW • PLC Protocol • Coaching Logs • Unit Unpacking Protocol • Lesson Planning Protocol • Tuning / Consultancy Protocol Develop the protocols Make the protocols universally accessible (website/explanations) Build capacity in protocol facilitation Monitor impact (observe teacher practice, surveys to assess perception, student outcomes)	+ associated data; District-Wide Walkthrough Tool Data; student outcomes data Improvements we hope to see: Increased presence of effective instructional practices within Tier 1 core instruction, aligned to district-adopted, standards-aligned curriculum and the district's evidence-based instructional framework as measured by a district-wide walkthrough tool

District Actions to Ensure Every Student Thrives

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to ensure Every Student Thrives:

- **Fund and allocate** counselors, social workers, psychologists, nurses, interventionists, and family liaisons based on student need rather than uniform staffing formulas.
- **Build and maintain** integrated data systems that allow schools to view academic, behavioral, attendance, and support data together over time.
- **Develop and support** a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.
- **Design and operate** district-managed intervention, credit recovery, reengagement, and alternative pathway programs that schools cannot sustain independently.
- **Expand and fund** access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.
- **Coordinate and fund** partnerships with community-based organizations, health providers, and mental health agencies to address student needs beyond the schoolhouse.
- **Build and support** early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.

- **Fund translation and engagement infrastructure** so schools can communicate consistently with families across languages, cultures, and contexts.
- **Provide guidance, tools, and oversight** to help schools monitor equity in school connectedness, belonging, access, supports, and outcomes across student groups.
- **Stabilize student support systems** across years by protecting funding for counseling, mental health, and enrichment even during leadership or budget transitions.

What specific activities will the district pursue to strengthen the Core Structures necessary for Every Student to Thrive?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
• **Develop and support** a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.	In alignment with the current State Monitor's Academic Plan, 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 (A25). Efforts at the district level will support this work, including deeper, targeted work in the additional domain of Multiple Tiers of Instruction and Intervention. District efforts will include: • Leverage and Enhance Leadership to Clarify, Strengthen, and Deepen Understanding of RCSD's MTSS Model - Establish a shared understanding and common language of MTSS across the district by strengthening role clarity, consistency of structures, coherence of intervention protocols, and calibration around guardrails that balance district-wide fidelity with school-specific autonomy.	Goal: Capacity building of staff and improved student outcomes Data: • School MTSS self-assessment results • Progress-monitoring data for students receiving interventions • Student outcome data (achievement, attendance, behavior, graduation/credit accumulation as applicable) Improvements we hope to see: • Increased fidelity and consistency of MTSS implementation across schools. • Earlier identification of students needing support and more timely interventions. • Improved academic achievement,

	• Develop and Share District-Wide Intervention Matrix - inventory and build shared understanding (through the provision of professional learning) of existing district-approved tiered supports across academics, behavior, and social-emotional domains • Develop School-Specific Intervention Matrices - engage and support school-based leadership in clear visioning of school-based tiered supports across academics, behavior, and social-emotional domains, and ensuring alignment with district-approved tiered supports • Develop Clear Intervention Protocols aligned with the Matrix(ces) • Provide district-wide professional learning related to *data-based decision-making*, *multi-tiered instruction and intervention*, and *MTSS implementation* (Principals, APs, instructional coaches, MTSS liaisons, and intervention-prevention teachers) • Build Capacity for Data-Based Decision-Making - Ensure that data leads to action—not just compliance—through the consistent use of multiple data sources to inform high-quality, documented interventions in that are consistently progress monitored.	attendance, and student engagement.
• **Build and support** early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen	• Establish common thresholds and protocols for identifying students in need of additional support before they become off track. • Train school-based teams to regularly analyze early warning data and develop timely intervention plans. • Monitor the implementation and effectiveness of interventions through recurring data review meetings and adjust supports as needed. • Provide district-level coaching and technical assistance to ensure	Goal: Build consistency in identifying students for support. Data • Percentage of schools implementing the district Early Warning System with fidelity. • Frequency of school-based Early Warning team meetings and documented intervention planning. • Number and percentage of

	consistent implementation across schools.	identified students receiving timely interventions. ● Staff Survey Response to "Students seldom, if ever, fall through the cracks at this school" will increase at each school. Expected Improvements: ● Schools consistently use common data and decision-making protocols to identify and support students before they become significantly off track. ● Students receive interventions earlier and more consistently. ● Reductions in chronic absenteeism, course failures, and behavioral incidents. ● Improved academic performance, credit accumulation (where applicable), and overall student engagement.

District Actions to Support Attendance

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to support Attendance:

- **Build and fund** early warning systems that concern flag attendance alongside indicators of mental health, disengagement, and unmet student needs.
- **Establish and support** districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.

- **Fund and coordinate** school-based and districtwide mental health services, including counselors, social workers, clinicians, and partnerships with licensed providers.
- **Create referral pathways** that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.
- **Develop and sustain** community schools that integrate mental health care, family supports, enrichment, and reengagement services on or near school campuses.
- **Fund districtwide access to mental health supports** so attendance interventions address underlying school avoidance, not just compliance.
- **Coordinate cross-agency partnerships** with health departments, mental health providers, and community organizations to extend services beyond what schools can offer alone.
- **Invest in reengagement options** such as credit recovery, flexible scheduling, therapeutic programs, and alternative pathways for students with persistent attendance challenges.
- **Use attendance data as a learning signal to adjust** transportation, scheduling, policy, and support structures rather than to enforce compliance.
- **Align transportation, scheduling, and policy decisions** to reduce structural barriers to attendance that schools cannot address on their own.
- **Fund family outreach and navigation supports** to help caregivers understand attendance expectations and access needed services.
- **Monitor attendance patterns and outcomes** by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.
- **Fund and provide districtwide training for front-facing staff** (e.g., bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-punitive attendance messaging and responses.
- **Establish clear, districtwide expectations** for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.

What specific activities will the district pursue to strengthen the Core Structures necessary for Attendance?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district-level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Develop and sustain community schools that integrate mental health care, family supports,	The district will establish and sustain Community Schools through a coordinated system of district leadership, Community Liaison Specialists, and community-based	Success will be demonstrated through the continued implementation and expansion of Community School

enrichment, and reengagement services on or near school campuses	partners. Community Schools will conduct ongoing needs assessments and review attendance, engagement, and school climate data to identify barriers impacting student participation and success. The district will support schools in developing partnerships that provide access to mental health services, family support programs, health and wellness resources, enrichment opportunities, and reengagement services. District staff will provide technical assistance, professional learning, and implementation monitoring to ensure Community Schools are aligned to district priorities and responsive to student and family needs. The district will also leverage grant funding, strategic partnerships, and cross-departmental collaboration to sustain and expand Community School programming across the district.	structures, including fully staffed Community School teams, active community partnerships, and regular needs assessment and data review processes. The district will monitor participation in family engagement activities, utilization of support services, student participation in enrichment opportunities, and referrals to community-based resources. Impact will be measured through improvements in attendance indicators, including reductions in chronic absenteeism, increases in average daily attendance, and improved attendance rates among students receiving targeted supports. The number of Community Schools will increase by ___

Section 3: Addressing Inequities

Districts will need to complete the DCIP Equity Analysis prior to completing this section. The purpose of this section is to ensure that the students in schools identified as CSI/ATSI/TSI are given the same opportunities for success as their peers.

There are three components of this section:

1. Staffing Inequity (required)
2. Enrollment/Participation Inequity (requited)
3. Funding Inequity (optional)

Districts will need to address at least one staffing inequity and one enrollment/participation inequity. In addition, any inequity in specific data points, noted below, MUST be addressed.

The resulting plan for Staffing Inequity and Enrollment/Participation Inequity will need to cover both the actions the district will pursue to reduce the gaps AND the support the district will provide the schools where there are gaps knowing that these inequities exist. Districts can copy and paste the table if they are addressing more than one inequity.

Districts that do not have any data points in which there is a difference between schools can skip this section. **All districts must submit their completed DCIP Equity Analysis with their DCIP.**

Staffing Inequity

Identify how the district will address at least one staffing inequity between schools identified through the needs assessment:

We recognize that not all schools with Bilingual programs are adequately and equitably staffed with Bilingual staff, and to mitigate this, we will conduct a bilingual staffing audit to identify gaps between current staffing and program needs at each school with a bilingual program .

Inequity	**Bilingual Program Staffing**	
Actions to reduce the Data Gap	**Person Responsible**	**When**
Conduct a bilingual staffing audit to identify gaps between current staffing and program needs at each school with bilingual programming	Human Capital & Bilingual Education and World Languages Department /Office of School Innovation	Fall 2026
Prioritize the placement of certified bilingual teachers in schools with the greatest identified staffing needs through annual staffing and vacancy review processes.	Human Capital	Beginning July 2026
Develop and implement strategies to retain bilingual staff, including mentoring, professional support, and career advancement opportunities.	Human Capital & Bilingual Education and World Languages Department	Beginning July 2026
Knowing that these gaps exist now, how will we provide additional support to the affected schools	**Person Responsible**	**When**

Provide coaching and instructional support from the Bilingual Education, ENL, and World Languages Department to ensure high-quality bilingual instruction while vacancies exist.	Office of Bilingual Education and World Languages	Beginning July 2026
Monitor bilingual staffing levels quarterly and adjust recruitment, placement, and support strategies based on vacancy trends and student needs.	Human Capital & Bilingual Education and World Languages Department	October 30, 2026
Inequity	**Staffing Inequities for experience and certification**	
Actions to reduce the Data Gap	**Person Responsible**	**When**
Establish a **District Staffing Equity Committee** to review staffing data annually, identify inequities across schools, and recommend districtwide strategies related to teacher certification, educator experience, staffing stability, and recruitment.	Human Capital, Office of School Innovation, School Chiefs	September 2026
Conduct quarterly reviews of staffing equity indicators (uncertified teachers, novice teachers, teacher absences, turnover, and other staffing metrics) to identify emerging inequities and recommend adjustments to staffing, recruitment, hiring, and retention strategies.	Human Capital, Office of Accountability, School Chiefs	Quarterly Beginning October 2026
Develop and implement an annual Staffing Equity Action Plan that prioritizes recruitment, placement, mentoring, and retention efforts for schools demonstrating the greatest staffing needs.	Human Capital	Beginning Fall 2026
Knowing that these gaps exist now, how will we provide additional support to the affected schools	**Person Responsible**	**When**
Prioritize schools identified through the Staffing Equity Review for additional instructional coaching, leadership support, mentoring for new teachers, and targeted recruitment assistance until staffing inequities are reduced.	Human Capital, Office of School Innovation, School Chiefs	Beginning September 2026
Monitor staffing conditions through quarterly data reviews with school leadership teams and adjust district supports based on staffing trends, educator retention, and student needs.	Office of Accountability, Human Capital, School Chiefs	Quarterly Beginning November 2026

Districts with inequities related to the following data points MUST have a plan to mitigate the identified inequity.

- % of uncertified teachers (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Average number of Teacher Absences (*must be addressed if one of more identified schools has an average that is five days more than the district average*)
- % of teachers with fewer than 3 years' experience (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

- Teacher Turnover rate (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

Feel free to copy and paste the table for each Inequity being addressed.

Enrollment/Participation Inequity

Identify how the district will address at least one enrollment/participation inequity between schools identified through the needs assessment:

We recognize that middle schools are demonstrating a disproportionate number of disciplinary suspensions, and to mitigate this, we will establish consistencies across all middle schools in the district.

Inequity		
Actions to reduce the Data Gap	**Person Responsible**	**When**
All schools will build in a mandatory 20-30 minute block into the master schedule dedicated to Social Emotional Learning and Community Building	Office of School Chief, Office of Accountability	July 2026
Each middle school will organize 7th and 8th graders into “houses” or “clusters” with building layouts structured to optimize transitions during the day	Office of School Chief, Office of Accountability	August 2026
All middle schools will establish or refine school wide expectations for students and staff	Office of School Chief, School Principals	September 30, 2026
Knowing that these gaps exist now, how will we provide additional support to the affected schools	**Person Responsible**	**When**
The district will provide funding to support school wide acknowledgement systems for positive behavior and culture through the use of Live School	Office of School Chief	August 2026
The district will provide oversight to the implementation of school wide systems for consistent expectations (students and staff) through the use of district monitoring tools.	Office of School Chief	Beginning September 2026, ongoing