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Introduction and Overview

The Rochester City School District (RCSD) is a high-need, urban school district that will serve approximately 23,000 students in grades K-12 in the 2021-2022 school year. Nine out of every ten RCSD students are students of color, with 21% of the student enrollment classified as a Student with Disability (SWD) and 15% as English Language Learners (ELLs). Last year, the District served approximately 3,000 homeless children. All RCSD schools carry a poverty rate of 60% or more, with 89% of students Districtwide qualifying for free and reduced-price lunch and individual school rates ranging from 62% - 97%. The RCSD operates Title I Schoolwide Programs in all schools. For 2021-2022, 70% of RCSD's 46 schools are in accountability status, with 18 schools identified as CSI (Comprehensive School Improvement) Schools and 14 identified as TSI (Targeted School Improvement) Schools. Twelve (12) schools are in Receivership.

As a result of the COVID-19 pandemic, all RCSD schools remained fully remote from March 2020 until February 2021, at which time students had the option to return to school for two days a week in a hybrid learning model. Approximately half of Rochester families chose the hybrid learning option for their child (45%), while the other half of students stayed fully remote (55%). Elementary students who selected the hybrid learning model returned to school on February 8th; secondary students who chose hybrid learning returned during the week of February 22nd. The RCSD re-opened fully in September of 2021, with an expectation that 100% of students return to in-person learning, with exception for students with medical exemptions. The District's reopening plan, as well as ancillary information, can be found [HERE](#).

Historically, data have illustrated that Rochester students face many adversities and are challenged to meet academic performance standards, with increased challenge throughout the COVID-19 pandemic. While the RCSD did collect data in 2020-2021, some data were unreliable and/or invalid. Many observations did not correlate with those from previous years because of modifications to instructional delivery (i.e., remote and hybrid learning) and modified administration of formative and NYS assessments. The observations below are a combination of both historical and current trends:

- x The RCSD has moved from an August graduation rate of 63.0% in 2018-2019 to 68.2% in 2019-2020 and

and Nepali (4%). In August 2020, the four-year graduation rate for Rochester's ELL students was only 51%, while the corresponding rate for non-ELL students was 71%. No ELL student in the cohort earned a Regents Diploma with Advanced Designation, and nearly one-third (30%) of students had dropped out of school. As stated, Rochester schools remained 100% remote until February 2021, at which time students had the option to return to a hybrid learning model. Approximately 29% of ELLs selected the hybrid option and returned to school part-time, but most ELLs (71%) chose a full-year of remote learning.

The District's Department of Multilingual Education (DOME) uses RCSD's Strategic Plan and CR Part 154 Corrective Action Plan to guide its work. The first priority of the District's Strategic Plan addresses the need to improve academic success for all Rochester students, with specific goals to increase the graduation rate and decrease the dropout rate for English Language Learners.

In October 2018, NYSED's Office of Bilingual Education and World Languages (OBEWL) issued a Monitoring Report on RCSD's programs for English Language Learners. In this report, OBEWL found that RCSD must:

1. Place all newly enrolled ELLs who speak Spanish as a home/native language in bilingual education as a default placement, with parental option to opt out.
2. Ensure that the regulatory identification procedure for SIFE is followed for all newly enrolled ELLs, including those who speak Spanish.
3. Revise registration requirements to conform with CR 100.2(y) and NYS law on permissible proof of residency, custody, and age and deliver professional learning to staff responsible for registration, enrollment, and placement.
4. Develop and implement a Districtwide professional learning plan that addresses the three needs above and other needs of ELLs and SIFE, as well as the NYS Next Generation Learning Standards, and the NYS Blueprint for ELL Success.
5. Develop and implement a robust, Districtwide, data-driven plan that focuses on student-centered instruction and tailored supports. This plan must be accompanied by comprehensive professional learning on ELL needs in order to increase the ELL graduation rate and lower the ELL dropout rate.

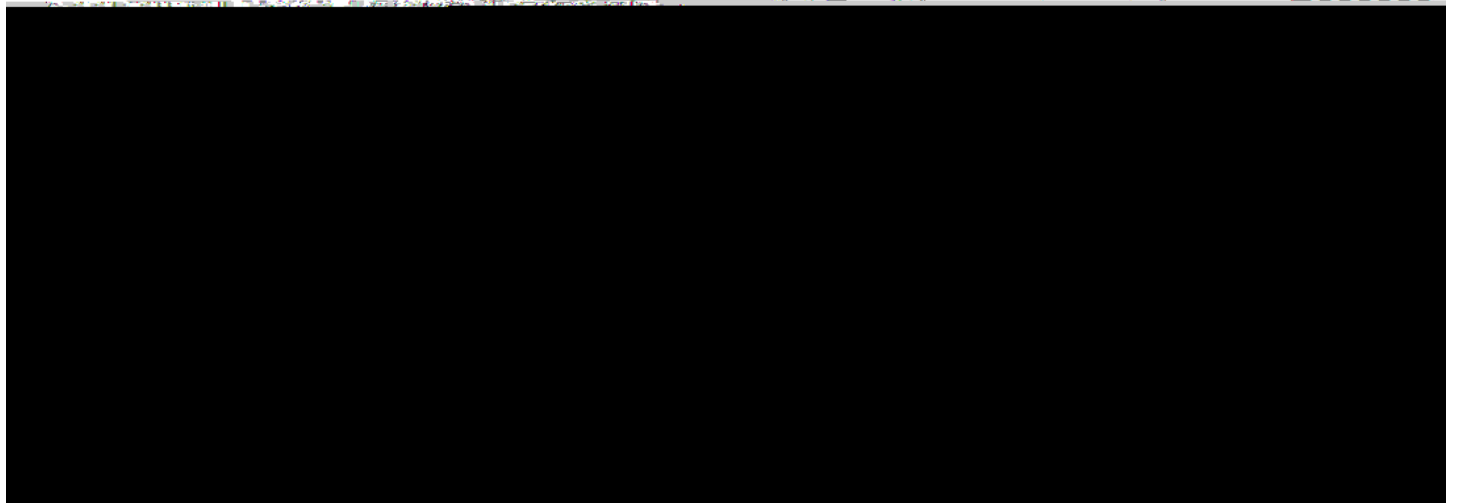
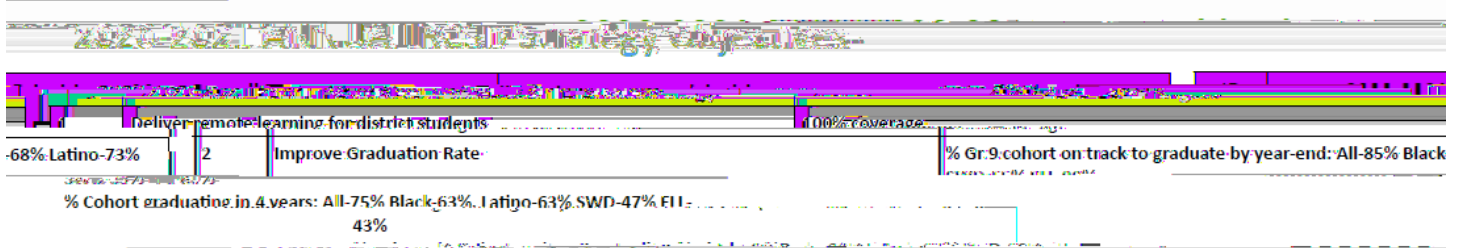
To address these needs, RCSD created a Corrective Action Plan in June 2019. The District continues to use this Corrective Ac2 ()10.62.7 (a)2.8

of 50.8%. Historically, less than half of SWD in grades K-8 meet NWEA growth targets in reading/ELA or math. In Winter 2020, only 39.0% of K-8 students met the reading target and only 44.8% met the math target. In Winter 2021 during the pandemic, those percentages dropped dramatically to only 33.2% and 39.5%; in Spring of 2021, those percentages dropped to 28.4% and 25.8%, respectively.

- x In 2018-2019, the last full school year not impacted by the COVID-10 pandemic, RCSD's rates of chronic absenteeism for SWD were 45.2% for elementary students and 67.5% for secondary students. In 2020-2021 (during a full year of remote/hybrid learning), the chronic absenteeism rate for elementary SWD was 45.0% and 53.9% for secondary students.

2020-2025 RCSD Strategy

2020-2025 District Strategy	2020-2025 Targets
Ensure inclusive, caring, and safe learning environment	Provide a foundation for safe and positive learning and enhance ability to succeed
Engage with families & community stakeholders to assist with student support, learning and progress	Build strong Community
Factor leadership at school & district levels to achieve each school's targeted outcomes	Factor dynamic leadership



This once-in-a generation infusion of funds provides an opportunity to address immediate student need related to the ongoing COVID-19 pandemic, as well as an ability to truly re-imagine education in the RCSD. Detailed information pertaining to specific initiatives identified for use of CRRSA and ARP funds, as well as related progress monitoring, can be found in subsequent sections of this plan.

Section 1: Federal Relief Funding Policy

Under the Elementary and Secondary School Emergency Relief (ESSER) fund, there are multiple forms of Federal stimulus funding provided to school districts. The first round of funding under ESSER came through the Coronavirus Aid, Relief, and Economic Security (CARES) Act enacted on March 27, 2020. This plan does not have any interaction with the CARES act funding. The second round of school district funding came as a result of the ESSER II Fund and the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act enacted on December 27, 2020. The third source of Federal funding for public school districts was enacted on March 11, 2021 and is known as the American Rescue Plan Act (ARPA). This plan, developed by the Rochester City School District, is in response to funding elements of CRRSA and ARPA. Under the law, a formal plan is only required for the utilization of ARPA funds, however, the Rochester City School District felt it was important to share as much information as possible with our community and stakeholders, thus the

		guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may also use its ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.
Equitable Services	The CRRSA Act (section 312(d)) includes a separate program of Emergency Assistance for Non-Public Schools under which eligible non-public schools may apply to an SEA to receive services or assistance. Consequently, LEAs do not provide equitable services under ESSER II.	The ARP (section 2002) includes a separate program of Emergency Assistance for Non-Public Schools (EANS). Consequently, LEAs do not provide equitable services under ARP ESSER. Under EANS, an SEA provides services or assistance to non-public schools that enroll a significant percentage of children from low-income families and are most impacted by COVID-19. EANS funds may not be used to provide reimbursements for costs incurred by non-public schools.
Maintenance of Effort	Under the CRRSA Act (section 317), there is a State MOE requirement for FY 2022 (based on percentages of the State's overall spending used to support education).	Under the ARP (section 2004(a)), there is a State MOE requirement for each of FYs 2022 and 2023 (based on percentages of the State's overall spending used to support education).
Maintenance of Equity	Not Applicable	The ARP (section 2004(b) and (c)) contains both State and LEA maintenance of equity requirements for each of FYs 2022 and 2023. The Department intends to provide additional guidance on these important requirements.
Reporting	An SEA must meet the CARES Act reporting requirements that apply to ESSER funds and submit a report to the Secretary within six months of award that contains a detailed accounting of the use of ESSER II funds, that includes how the State is using funds to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, including: children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.	An SEA must comply with all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require. FFATA reporting requirements apply.

Tracking of

ESSER and GEER funds, States and LEAs are encouraged to take into consideration how the funds can be used to address inequities, including focusing supports and services on students from low-income families, students of color, students with disabilities, English learners, students experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students who have been disproportionately impacted by the pandemic.

Generally, in determining whether an activity is an allowable use of funds, a State or LEA must determine:

- Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- Does the use of funds fall under one of the authorized uses of ESSER or GEER funds?
- Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ESSER or GEER award?

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These Federal emergency resources are available for a wide range of activities to address diverse needs arising from or exacerbated by the COVID-19 pandemic, or to emerge stronger post-pandemic, including responding to students' social, emotional, mental health, and academic needs and continuing to provide educational services as States, LEAs, and schools respond to and recover from the pandemic. Some uses of these funds may be directly focused on health and safety—such as improving ventilation and implementing prevention strategies that are, to the extent practicable, consistent with the Centers for Disease Control and Prevention (CDC) guidance. Other allowable uses may be focused on meeting the social, emotional, mental health, and academic needs of students. That could be through preventing teacher layoffs; providing accelerated learning opportunities; implementing rigorous curricula; funding additional school counselors, school nurses, and school psychologists; increasing the number of full-service community schools; conducting any activities allowed under a number of Federal education programs (see FAQ A-3); and implementing

x Purchasing educational technology (including hardware, software, and connectivity) for students served by the

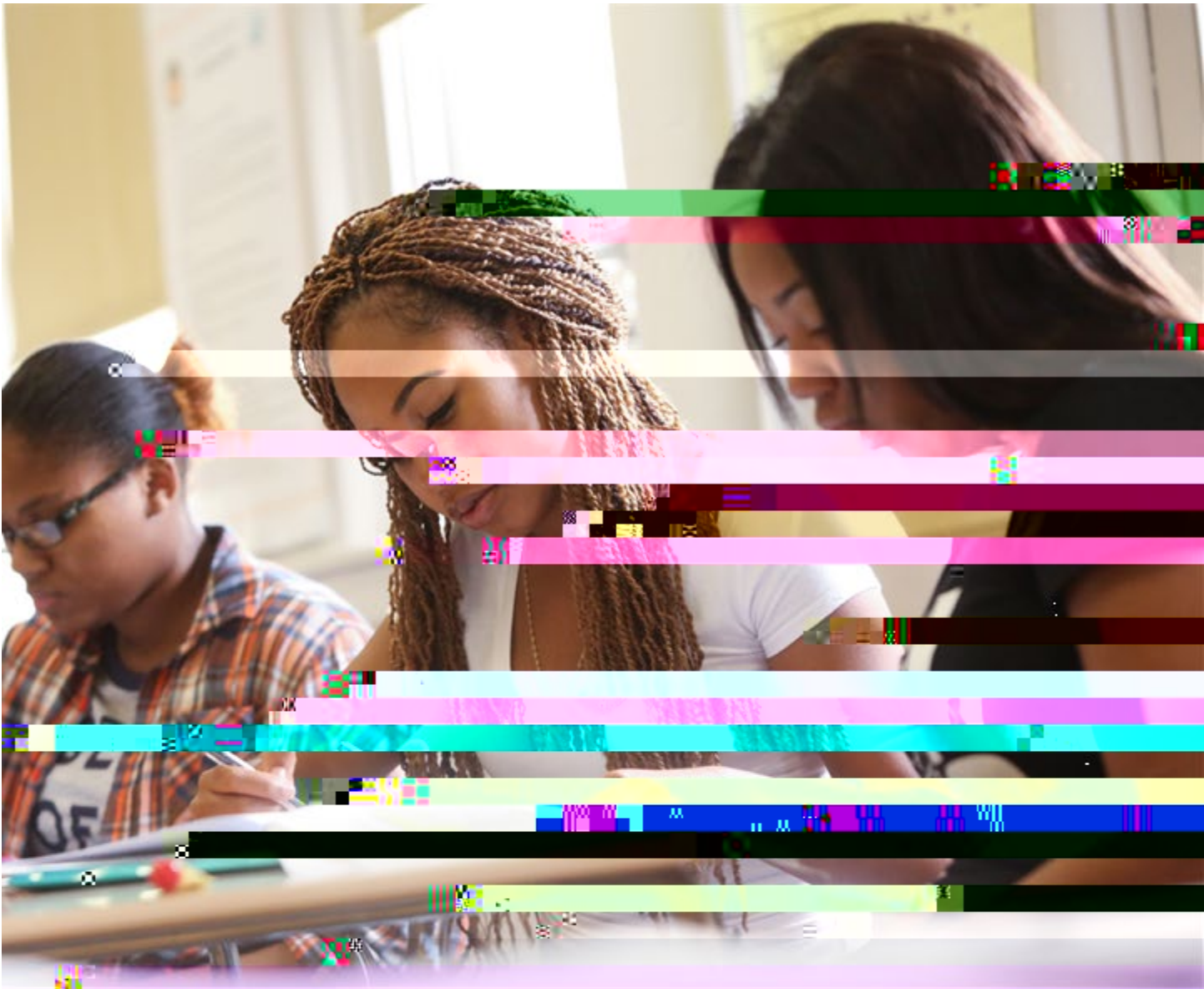
An LEA may use ESSER funds for the broad range of activities listed in section 2001(e) of ARPA. Allowable uses for ARPA funding include:

- x Any activity authorized by the Elementary and Secondary Education Act of 1965.
- x Any activity authorized by the Individuals with Disabilities Education Act.
- x Any activity authorized by the Adult Education and Family Literacy Act.
- x Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.³
- x Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.⁴
- x Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- x Developing and implementing procedures and systems to improve the preparedness and response effort^{dmf}

The ARPA requirements include several new provisions for LEAs to support school reopening, safe school operations, and support for students. The following requirements differ from CRRSA:

- x Safe return to in-person instruction and continuity of services plan
- x Reservation to address the academic impact of lost instructional time
- x Maintenance of equity for high-poverty schools
- x LEA plan for use of ARPA funds

For more information regarding ESSER funding and/or the ARP Act specifically, please visit the [U.S. Office of Elementary & Secondary Education](#). Additional information can also be found on the [New York State Education Department website](#).



Section 3:

Coronavirus Response and Relief Supplemental Appropriations
Act Prioritized Initiatives

Section 3: Coronavirus Response and Relief Supplemental Appropriations Act Prioritized Initiatives

District -Wide Infrastructure Improvements (~ \$4.2M)

To meet student, staff, and family needs, the District will engage in a number of foundational District-Wide infrastructure improvements including:

Round 1 Submissions

- x Digitization of student records (~\$1M)
- x Communications Enhancements: Social Media, advertising campaigns, website revisions, mobile media labs (~\$900,000)
- x

Effective Use of Federal Funds (~\$5.5M)

The District is committed to providing the services needed to effectively manage federal stimulus and relief funding. This will include additional staffing in the Office of Grants & Program Accountability, Department of Law, and Budget & Finance to create a temporary Program Office that will effectively monitor use of supplemental federal relief funding.

Investing in Staff Capacity (~\$1.5M)

Programs that identify, nurture, and retain effective staff aimed at ensuring staff members have the desire, belief, knowledge, and skills to provide high-quality learning experiences to students every day.

Round 1 Submissions

- x Creation of Aspiring Leaders Pipeline Program and Turnaround School Leaders Program: Consultant services and stipends for facilitators, stipends for participants, supporting supplies and materials (~\$1.2M)
- x Attendance at professional conferences for staff (~\$300,000)

Round 2 Submissions

- x No additional requests

Intended Outcomes

- x Increase the number of school leaders with the capacity to lead successful turnarounds
- x Expand the reach of highly effective teachers to more students in turnaround schools
- x Increase the number of leaders of color as District leaders
- x Increase achievement in schools

Oracle Enterprise Resource Planning Upgrade (\$20.8M)

The District will modernize the system-wide Enterprise Resource Planning and Human Capital Management platform.

Round 1 Submissions

- x Systems Integrator (~\$12.7M)
- x Consultant support for implementation (~\$18M)
- x Two (2) year Oracle implementation support subscription (~\$1.6)

Round 2 Submissions

- x Additional subscriptions and licensing to support upgrade of the Oracle Cloud Enterprise Resource Planning system (~\$4.6M)

Intended Outcomes

- x All staff will have full access to a modernized
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Student Health and Safety, Reopening, & COVID Response (~\$35.8M)

The District will provide staff with the materials and services needed to have a safe and healthy reopening of school. This includes materials such as personal protective equipment as well as staffing to address students' health and safety needs.

Round 1 Submissions

- x Installation of salad bars at 25 schools (~\$66,000)
- x Coordination of response to COVID-19: staff for testing and case management, PPE, school-based staff to support containment rooms, physical distancing, etc) (~\$3.6M)
- x School radio upgrade (~\$270,000)

Round 2 Submissions

- x District-wide facility repairs and improvements (~\$3.5M)
- x Personal Protective Equipment (~\$1.6M)
- x Transportation services with Regional Transit Service (~\$4.5)
- x Additional teacher support for students out of school for COVID-related reasons (~\$575K)
- x Additional staffing for Building Substitutes (~\$11.5M)
- x Additional staffing to support COVID testing and case management (~\$450K)
- x Support for school facility moves in summer months (~\$1M)
- x Custodial staff and overtime (~\$2.1M)
- x COVID-related medical leave for staff (~\$2.7)
- x Office supplies (~\$2.7)
- x IT support (~\$3.1)
- x Training (~\$5.5)
- x Travel (~\$5.1)
- x Other (~\$7.55)

Supporting English Language Learners (~\$2M)

The District will purchase instructional materials, assessments, equipment, and multilingual services to support the success of English Language Learners.

Round 1 Submissions

- x Translation and interpretation services (~\$68,000)
- x Diagnostic and progress monitoring systems (~590,000)
- x Supplies and materials to support provision of instruction in home languages (~\$1.3M)

Round 2 Submissions

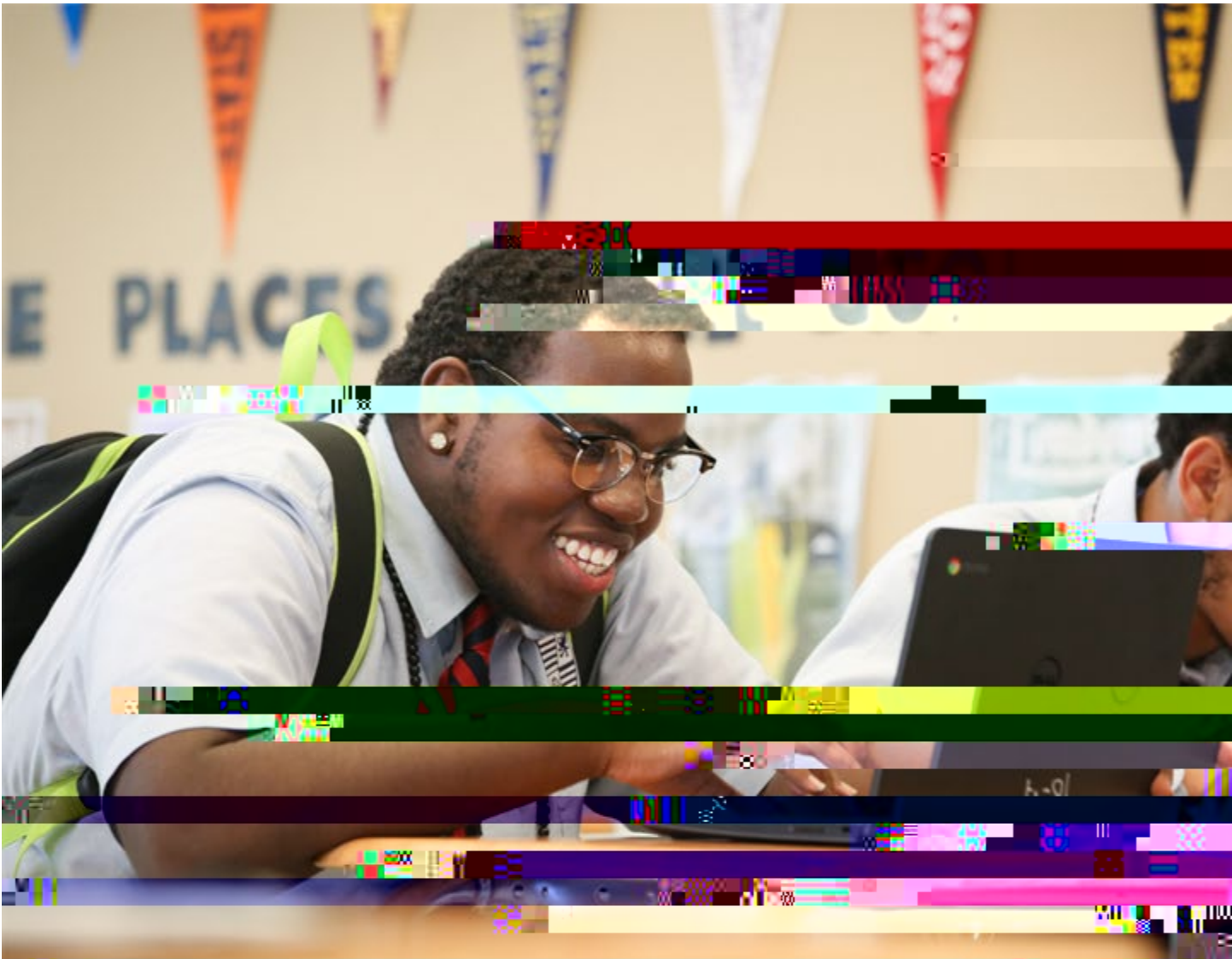
- x No additional requests

Intended Outcomes

- x Increased availability of high-quality instructional materials for ELL students
- x Enhanced ability to assess and monitor ELL student progress
- x Improved ability to provide print and real-time translation services to students and families
- x Support rigorous home language development for students enrolled in bilingual programming

Research Base

- x Rigorous and timely progress monitoring of home and new language development is a mandated and research-based practice to ensure college and career readiness as well as provide scaffolded support towards bilingualism and biliteracy. Instructional tools that screen, assess, and progress monitor language development support educators in providing targeted



Section 4:
American Rescue Plan Prioritized Initiatives

Section 4: American Rescue Plan Prioritized Initiatives

Mapping Out of Initiatives and Activities

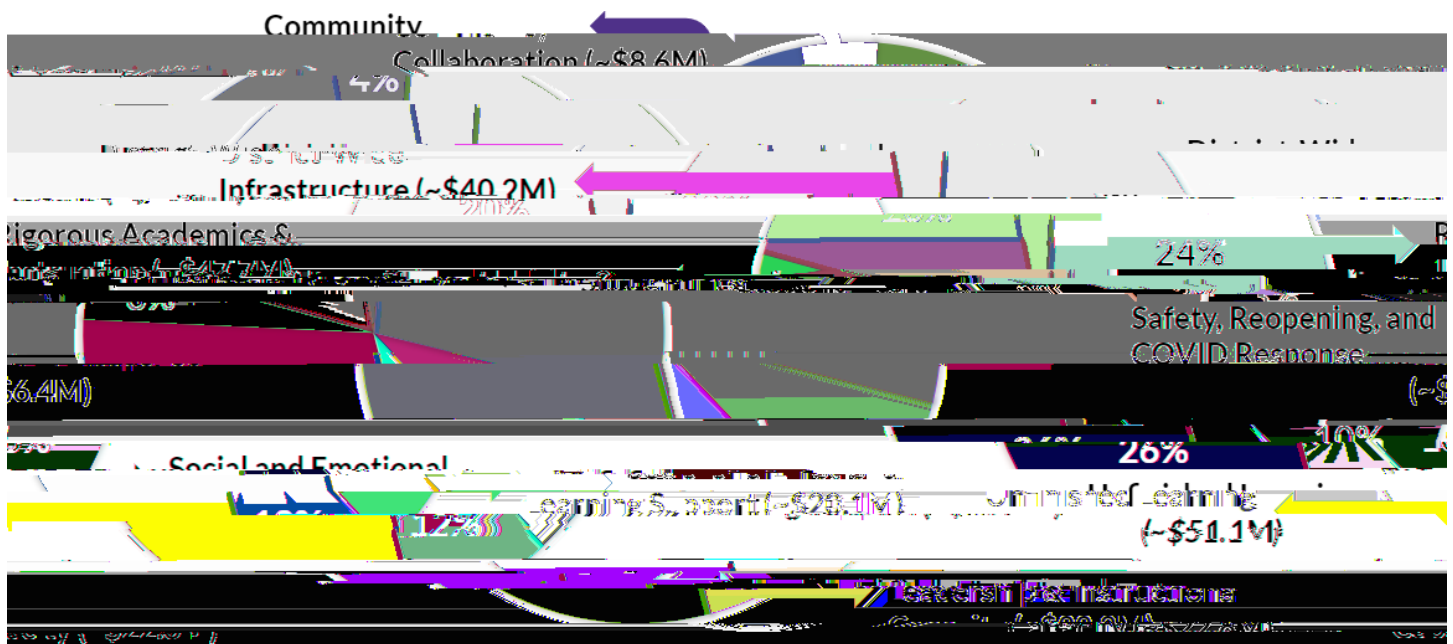
Subsequent to creation of the Theories of Change, District staff engaged in cross-functional analysis to identify initiatives and activities to be funded within each priority area.

<p>Intended Outcomes</p> <p>X Notes the intended outcomes for the specific activities within the initiative</p>	<p>Alignment to District Improvement Planning</p> <p>X Cites how the activity is aligned to existing District improvement plans and requirements</p>
<p>Research-Base</p> <p>X Provides the research-base upon which the initiative and activities are aligned.</p>	<p>Connection to Stakeholder Feedback</p> <p>X Provides a link to the through-lines of stakeholder feedback expressed from community outreach</p>

This process will serve as the basis for program implementation and evaluation throughout the funding period.

Creation of a Funding Plan

Fully obligated, the District's ARP funding plan apportions the funding across the seven ARP Priorities as depicted below. The next sections of this document contain information pertaining to each Priority within ARP, beginning with each Priority's Theory of Change, following by specific details on each Initiative's planned use of funds, with details pertaining to Intended Outcomes, Research-Base, Alignment to Improvement Planning and Connection to Stakeholder Feedback.



Priority 1 - Rigorous Academics & Instruction

Needs	Initiatives	Outputs	Outcomes	
<p>Historically, the District has faced critical issues in effectively providing rigorous academics and instruction. The vast majority of students are not deemed proficient in Math and ELA, struggle to meet graduation requirements, and do not show average levels of growth on measures of progress monitoring. These issues have only deepened during the pandemic. The State Monitor's Academic Plan has identified:</p> <ul style="list-style-type: none"> x RCSD at all levels of the organization must make a long-term commitment to focusing resources on the acceleration of student achievement in the District. x RCSD must expand the definition of district success beyond the singular notion of graduation rates to incorporate the concept of college, career, and civic readiness. <p>Implementation will include:</p> <ul style="list-style-type: none"> x Rigorous Academics & Instruction involves staff at all levels and locations in implementation. 	Supporting High Quality Learning Environments ¹	<ul style="list-style-type: none"> x Updated Arts and Physical Education spaces x Access to district-wide Arts, STEM, 	<ul style="list-style-type: none"> x Increased levels of student engagement x Increased levels of proficiency in ELA and Math 	
	Improving Academic Programs			
	Building Staff Capacity for Student Success	<p>East EPO Technical Assistance Center: Curriculum and Professional Development</p>	<ul style="list-style-type: none"> x K-8 student access to CTE curriculum and experiences ✓ Creation and/or expansion of CTE 	<ul style="list-style-type: none"> • Increased teacher capacity to provide high-quality, culturally responsive learning experiences • Increased student ELA proficiency
	Promoting College & Career Readiness			<ul style="list-style-type: none"> • Increase in student college and career readiness • Increased student access to CTE curriculum

Supporting High Quality Learning Environments (~\$3.5M)

RCSD will foster high-quality learning in a variety of safe, supportive environments. Initiatives will include:

- x A fleet of 20 vans for secondary school use to provide student transportation to/from work-based learning engagements and local interscholastic events (athletic and club events). These vehicles will also provide additional scheduling options when transportation challenges are encountered (~\$1.0M).
- x Cell phone security pouches to promote a distraction-free learning environment (~\$1.0M).
- x Improvements in buildings and outdoor learning spaces at schools that were not part of the modernization plan (~\$1.3M).

Intended Outcomes

- Student exposure to diverse learning opportunities in the Rochester area
- Distraction-free learning environment
- Improved facilities/grounds at all RCSD schools

Research Base

- x School design, both internal and external spaces, has the potential to impact multiple areas of learning and development for educators and students. It can improve student learning beyond student's abilities as measured by standardized tests. Purposeful design has the power to create feelings of pride, make students want to engage at higher levels. ([Oliveras Ortiz, 2017](#)).
- x Research shows that when students are allowed to use phones, tablets or other devices for non-academic purposes during classroom lectures, they perform worse in end-of-term exams. The study also found that students who don't use electronic devices in class, but attend lectures where their use is permitted, also do worse – suggesting that phone and tablet use damages the group learning environment ([Glass & Mengxue, 2018](#)).

Alignment to District Improvement Planning

District Priorities:

- x 1. Engage: Provide high-quality learning experiences
- x 1.1. Implement student-centered learning to improve academic success for all
- x 3. Collaborate: Build strong community

Connection to Stakeholder Feedback

High-Quality Learning Experiences

- Provide students with additional academic and social-emotional supports
- Incorporate community-based and experiential learning opportunities for students

Diverse Programming

- x Provide increased options for sports offerings and other diverse programs that provide pathways to educational success and life

Improving Academic Programs (~\$3.9M)

RCSD will improve academic programming through the following activities:

- x 25 Fellows will be trained on the Design Thinking model of problem solving. The team will be deployed to tackle ongoing innovation solutions to move the District forward (~\$0.65M).
- x Addition or expansion of programs and learning materials for music and performing arts (~\$1.4M)
- x Updated and re-outfitted health and physical education (~\$1.4M)

Promoting College & Career Readiness (~\$.9M)

RCSD's goal is not only for students to graduate, but to have them be college and career ready. The following activities will help prepare students for their post-graduation plans.

- x Assorted online resources to support college and career readiness transitions (~\$192K)
- x Curriculum, materials, and training to create school Makerspaces and provide access and exposure to CTE programming and career exploration (~\$1.4M)
- x Driver and Traffic Safety Program (~\$251K)
- x Implementation of a CTE Pathway focused on creating a multilingual personnel pipeline (~\$1.1M)
- x Re-launch of the Career Pathways to Public Safety (~\$384K)
- x Supplies and materials to update Family and Consum 1.174 ada/4si2.6 (u)2.2 (a2 [1]- (ip)2.3 (e)-3 (lin)2.3 93 (d) uan)2.3 (

Building Staff Capacity for Student Success (~\$7.8M)

The District will provide staff with comprehensive professional learning focused on using best practices in instruction.

School Redesign and Program Diversification (~\$4.6M)

A diverse portfolio of schools and a selection of intervention and enrichment supports will ensure Rochester children have access to the educational programs they need.

- x A portfolio of schools offering diverse student programming (e.g., Expeditionary Learning, project-based learning, arts-focused, IB, Montessori) will help meet the needs and interests of Rochester students and their families (~\$4.3M).
- x A researched and normed survey of stakeholders will collect insight on the District's focus on instructional culture (~\$260K)

Intended Outcomes

- x Enhanced program offerings to students
- x Increased school choice options
- x Personalized intervention and enrichment supports
- x Increased ability to engage in data-driven decision-making

Research Base

- x High schools that are intentionally designed for the modern world bring positive educational impacts to the whole of the K-12 spectrum ([XQ](#), 2018)

Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan
Instructional Transformation Domain #s:

- x 12: Portfolio of high school programming

District Priorities:

- x 1. Engage: Provide high-quality learning experiences
- x 1.1. Implement student-centered learning to improve academic success for all and to close the achievement gap of our students with disabilities, economically disadvantaged students, and Black, Latino and English language learners
- x 1.3. Use data purposefully and collaboratively to drive decisions and to improve student outcomes

Building Freshman Academies (~\$74K)

RCSD will ensure that first time ninth grade students have the knowledge and support they need to transition successfully into a comprehensive high school learning experience. Activities will include:

- x Professional learning from the National Freshman Academy (~\$50K)
- x Informational support materials for students (~\$22K)

Intended Outcomes

- x Increased credit accumulation by the end of 9th grade
- x Increased student and family engagement in incoming 9th graders
- x Increased graduation rate

Research Base

- x Research reports that freshman academies have positive impact on student attendance, drop-out, and suspension. Research also shows that students who participate in freshman academies are more positively oriented toward college preparation and application ([Muschkin and Bonneau, 2016](#)).

Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan
Instructional Transformation Domain #s:

- x 12: Focus on Grade 8 to 9 transition

District Priorities:

- x 1. Engage: Provide high-quality learning experiences
- x 1.1. Implement student-centered learning to improve academic success for all and to close the achievement gap of our students with disabilities, economically disadvantaged students, and Black, Latino and English language learners

Connection to Stakeholder Feedback

High-Quality Learning Experiences

- x Provide students with additional academic and social-emotional supports

Transforming Instruction (~\$4.2M)

RCSD will build, scale, and sustain an evidence-based, equity-focused, and collaborative approach to school improvement for CSI, TSI, and Receivership schools using the Data Wise process. Schools will shift away from a compliance-driven mindset with incoherence between overlapping initiatives/processes, toward an intentional, strategic, and coherent approach to purpose-driven improvement with meaningful impact on teaching, learning, and student achievement (~\$4.2M).

Intended Outcomes

A

- x Established approach to school improvement that advances the District's Strategic Plan and Priorities and aligns with SCEPs
- x Increased internal capacity to lead and sustain the work going forward
- x Increased graduation rates

ResearchBase

- x Data Wise is a collaborative data inquiry process that provides a new lens through which teachers can examine and improve their teaching practice so that continuous improvements in student outcomes are achieved ([Snibbe, 2016](#)).



Supporting ENL Achievement (~\$4.4M)

In addition to the initiatives and activities that will benefit all students, the District will provide additional supports for English Language Learners as identified in its CR Part 154 Corrective Action Plan. These additional supports include:

- x School-based cultural performances and experiences for students (~\$360K)
- x Interpreted college visits for multilingual students (~\$21K)
- x Additional school counselors to provide case management for highly underserved ELLs (~\$640K)
- x Assorted online resources to help assess literacy levels of students and support delivery of targeted instructional supports (~\$0.6M)
- x Expanded bilingual libraries that include new culturally relevant fiction and non-fiction books (~\$1.1M)
- x Culturally responsive curriculum writing that is augmented by print-rich bilingual and multilingual classrooms and hallways (~\$0.7M)
- x Executive Director of Multilingual Education and Coordinator of SIFE and Refugee Student Services (~\$1M)

Intended Outcomes

- x Increased access to enrichment opportunities for ELLs
- x Increased achievement outcomes for ELLs
- x Increased access to culturally relevant curriculum and resources

Research Base

- x Establishing rigorous monitoring systems that include progress monitoring, access to grade-level core content instruction, and comprehensive Multi-Tiered Systems of Support serve as aids to increase ENL achievement and respond to academic deficits ([US Department of Education](#), 2017).

Alignment to District Improvement Planning

- District Priorities:
- x 1. Engage: Provide high-quality learning experiences
 - x 1.1 Implement student-centered learning to improve academic success for all and to close the achievement gap of our students with disabilities, economically disadvantaged students, and Black, Latino and English language learners.
 - x 2. Lift Up: Ensure an inclusive, caring and safe learning environment
 - x 3. Collaborate: Build strong community
 - x 3.2. Partner with businesses, higher education and other community organizations

NYSED CR Part 154 Corrective Action Plan:

- x Practice in Need of Improvement 2: MLL Graduation Rate

Connection to Stakeholder Feedback

Culturally Responsive and Informed

- x Emphasis on the need for culturally responsive curriculum, instruction, and assessment (NYSED, 2018) 2.6 r(a)10

School-Based Supports (~\$6.1 M)

RCSD will transform teaching and learning by implementing "best practice" instructional systems that align curriculum, instruction

Priority 2 - Social and Emotional Learning Support



Creating a Culture of Support (~\$1M)

The District will support students and staff in creating a culture of support focused on student empowerment, positive conflict resolution, and therapeutic crisis intervention. This work will include:

- x Implementation of The Leader in Me framework in six schools to help empower students





Priority 3 - Leadership &

Establishing Teacher Recruitment Pipelines (~\$2.4M)

The District will partner with local colleges and universities to create a Teacher Recruitment Pipeline Program that will provide tuition assistance for candidates who live in-District and will commit to teaching in RCSD for three years.

- x Staffing to support the initiative (~\$300K)

- x

“Teach Rochester” Program (~\$46K)

The “Teach Rochester” program will provide support to encourage RCSD students to pursue a career in teaching (~\$46K).

Intended Outcomes

- x Increased number/proportion of teachers of color

ResearchBase

- x Research on Grow-Your-Own teacher (GYO) programs

Rochester Urban Fellowship & Mentoring (~\$ 252K)

The Rochester Urban Fellowship Program will support new and current staff through individual and group connections, addressing diversity and equity, privilege, micro-aggressions, and racism.

- x Staffing to support the initiative (~\$235K)
- x Additional program expenses (~\$16K)

Intended Outcomes

- x Increased teacher retention

Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan

Research Base

- x Personal mentoring and the integration of critical discussions of diversity and equity support recruiting and retaining teachers of color ([Gasman, Castro Samayoa & Ginsberg, 2016](#)).

Recruitment & Retention Incentives for High -Need Staff (~\$6.3M)

Signing bonuses and retention incentives will promote the recruitment and retention of staff in high need areas including:

- x Bilingual Teaching Staff (\$4.2M)
- x Special Education Teachers (\$0.7M)
- x Paraprofessionals and Teaching Assistants (\$0.6M)
- x School Safety Officers (\$0.25M)
- x Bus Drivers and Transportation Staff (\$0.5M)
- x Employees at the NorthSTAR program (\$35K)

Intended Outcomes

- x Increased number/proportion of certified bilingual teachers, with a focus on bilingual special education teachers
- x Fewer vacancies for bilingual staff filled by non-bilingual substitutes

ResearchBase

- x Practices such as proactive hiring and induction strategies, supportive pathways into teaching and financial incentives support creating racial and ethnic diversity in the teacher workforce ([Carver-Thomas, 2018](#)).



Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan Talent Development Domain #s:

- x 2: Talent management planning

District Priorities:

- x 2. Lift Up: Ensure an inclusive, caring and safe learning environment

Connection to Stakeholder Feedback

High-Quality Staff

- x Recruitment and retention of a diverse staff that reflect the cultural and linguistically diverse population of students

Increasing Staff & Educator Effectiveness (~\$1.1M)

The District will provide executive leadership with training and purchase electronic staff evaluation software to facilitate the evaluation process through increased rigor, validity, and reliability of information related to staff and educator effectiveness and a 1.0FTE Director of Staff and Educator Effectiveness.

Targeted Professional Learning to Schools in Accountability Status (~\$10.1M)

The District recognized that persistently struggling schools have unique needs that must be addressed in order to improve student outcomes. As such, the District will implement a variety of targeted and specialized supports to meet the needs of building leaders and teachers as they support students in these schools. Initiatives will include:

- x Building substitutes to support Principal Learning Lab initiative (~\$1.3M)
- x Leadership coaching service (~\$3.6M)
- x Training from the Harvard Turnaround Leaders Program (~\$152K)
- x Participation in the School Administrator Manager (SAMs) Innovation Project (~\$92K)
- x Summer Institute for Receivership School staff (~\$2.2M)
- x

East EPO Technical Assistance Center Urban Leadership Academy (~310K)

Based on the findings of the State Monitor's Report, professional learning plans will be created to address the organizational leadership needs of the District. In alignment with NYSED-sponsored Teacher and Leader Quality Partnership Program, this initiative will include coaching and professional development for RCSD building leaders in areas such as (but not limited to):

- x Data-Driven Decision Making
- x School Transformation
- x Creating Systems of Accountability
- x Teacher Leadership
- x Family and Community Engagement

Intended Outcomes

- x By the end of the 22-23 school year, 75% or more of RCSD leaders will complete at least 5 of the 6 sessions offered to them.



ResearchBase

- x Principals' contributions to student achievement are nearly as large as the average effects of teachers and larger in scope. Assistant principals are uniquely positioned to promote equitable outcomes for students ([Wallace Foundation, 2021](#))



Alignment to District Improvement Planning

Recommendations from State Monitor Academic Plan Talent Development Domain #s:

- x 4: Comprehensive professional development

District Priorities:

- x 4. Lead: Foster dynamic leadership
- x 4.2. Develop leaders at the school and District levels to achieve each school's targeted outcomes

Connection to Stakeholder Feedback

High-Quality Staff

- x Ensure all RCSD employees are high-quality staff members

School-Based Supports (~\$1.9M)

Expanded Learning Before and After School (~\$12.4M)

Expanded learning programs will be offered at each school. Programs will incorporate student choice and voice to implement high-quality enrichment programming to address unfinished learning and provide opportunities for acceleration. Programming will integrate Next Generation Standards and promote college/career readiness. Costs include:

- x Program planning for 18 (15) schools - \$100,000

Expanded Summer Programming (~\$23.2M)

The District will expand summer programming to prevent summer learning loss and address unfinished learning stemming from the impacts of COVID-19. It will provide the opportunity for teachers to collaborate with curriculum directors to develop cohesive, culturally responsive curriculum, and a clear assessment plan will provide data that can be used to purposefully drive instructional decisions and improve student outcomes. Planning and delivery of expanded summer programming for 3 years includes:

- x Planning, professional development and instructional delivery costs (~\$14.9M)
- x Non-instructional support staff: clerical, paraprofessionals, SSOs (~\$2M)
- x Supplies and curriculum materials for teachers and students (~\$110K)
- x Marketing/mailings regarding summer schedules, logistics of the program, and curriculum offerings that will be provided (~\$77K)
- x Transportation for students and families (~\$4.3M)
- x Contracts with service providers to provide additional academic and social/emotional supports (~\$1.5M)
- x Field trips for students to/from programs and their families to share real-life experiences (~\$316K)

Intended Outcomes

- x Increased number of students at levels 3 and 4 on NYS 3-8 ELA and Math exams, and decreased number of students at level 1
- x Increased passing rate on NYS Regents exams
- x Increased graduation rates
- x Data comparisons of metrics above (school year to summer programming) inform future curriculum, instructional and financial summer programming decisions

Supporting Students with Disabilities to Improve Academic Performance (~\$3.9M)

In addition to the expanded out-of-school time and summer programming that will be available to all students, the District recognizes that Students with Disabilities may have additional and unique needs stemming from the impacts of COVID-19. To meet these needs, the District will identify and deliver compensatory services, including provider related services due to COVID-related unfinished learning.

Intended Outcomes

- x Increased students' individual progress toward IEP goals
- x Increased proficiency rates on NYS 3-8 ELA and Math exams
- x Increased passing rate on NYS Regents exams
- x Increased graduation rate for this subgroup

Research Base

- x Research shows that well designed summer programs can improve outcomes for students ([Bowers & Schwarz, 2018](#)).
- x Research shows that a quality summer learning program can have a dynamic effect on unexcused absences, chronic absences, and suspension as well as a gains in ELA achievement ([Pyne, Pyne, & Messner, 2020](#)).

ii7.5

Participatory Budgeting (~\$3.7M)

Participatory Budgeting is a process that allows students and community members to decide together how to spend part of a budget for the betterment of their school. The District is committed to engaging students, parents, teachers, and community members in a participatory budgeting process at every school.

Intended Outcomes

- x Full implementation of participatory budgeting in all RCSD schools
- x Increase in student and family civic skills
- x Increased student and family engagement

ResearchBase

- x

Community Schools Implementation (~\$1.8M)

The District will support the establishment and full implementation of the Community School Model.

- x Professional learning to support implementation (~\$64K)
- x Contract with the National Center for Community Schools (~\$47K)
- x Food Pantry funding to support Foodlink match (~\$182K)
- x Community School Site Coordinators (~\$1.5M)

Intended Outcomes

- x Full implementation of the Community School model.
- x Increase in attendance and graduation rates
- x Reduction in achievement gaps.
- x Stronger family and community partnerships
- x Neighborhood community school model transition

Research Base

- x An effective Community Schools needs assessment helps local stakeholders and system leaders understand how the pieces of a complex educational system interact. Whether that system reflects a school, a district, or an entire state, a needs assessment can uncover both strengths and challenges that will inform growth and improvement ([Needs Assessment](#))

Parent Engagement (~\$271K)

Engaging Multilingual Families (~\$458)

The District is committed to empowering multilingual parents through advocacy, training programs, and ensuring effective communication takes place between teachers and families.

- x District-wide multilingual text messaging subscription (~\$42K)
- x Staff to support building level translation (~\$378K)
- x Implementation of Padres Comprometidos Program (~\$36K)

Intended Outcomes

- x Improved translation services provided to families at the building level
- x Increased parent engagement

Research Base

- x Research shows that strong family-

Partnering with Communities (~\$1.4M)

The District is committed to increasing the effectiveness of school-based communication with families by expanding the digital platform and the use of virtual communication, including additional staffing in the Communications Department.

- x Staffing to support parent and community engagement (~\$1.2M)
- x Supplies and Materials to support virtual engagement (~91K)
- x Alumni Engagement Campaign (~\$52K)

Intended Outcomes

- x Improved virtual family and community engagement
- x Stronger community partnerships

ResearchBase

- x Research shows that when parents and families are engaged in student learning there are tangible benefits: higher test scores, higher grades, increased school-readiness and improved attendance ([TNTP](#))

School-Based Supports (~\$1M)

The RCSD aims to improve student achievement through strong partnerships among students, families, community partners and residents, and our schools. The District will employ a coordinated approach to connect and cultivate assets in the community and to link families to services in order to promote wellness and meet the needs of the whole child. Schools will engage families as partners and will collaborate to celebrate the diversity in our community and accelerate student learning. School initiatives will include:

- x Providing enrichment experiences for students to supplement the curriculum and celebrate the diversity of our community and its resources (~\$500K)
- x Funding staff, services and materials dedicated to partnering with and supporting students' families (~\$415K)
- x Coordinating collaboration with community partners (~\$316K)

District Infrastructure Improvements (~\$7.7M)

To meet the needs of students, staff, and families as well as increase internal efficiencies, the District will modernize District IT security systems and practices by engaging in a number of foundational District-Wide infrastructure improvements including:

- x Standardizing the fleet of printers for School Nurses so that they can all Send/Receive Faxes in confidence via a RightFax Connector (~\$72K)
- x Point to Point units and WAPs will provide WIFI where is it lacking at 7 high schools (~\$23K)
- x Purchase of the A5 license to provide greater cyber security against threats that come through District portals (~2M)
- x Move from on-site to cloud storage and back up (~\$152K)
- x Replace current Toshiba Copiers (MFDs) that are 5 years or older with new fleet Q4 2021-2022 school year (~\$2.1M)
- x

Achieving and Maintaining Digital Equity (~\$26.7M)

Modern, high tech 21st century classrooms will achieve and maintain digital equity for all students, and set the stage for high quality teaching and learning for all students. Increased access to updated technology and customer service will provide the support needed to ensure classroom experiences are consistent across all buildings for all students.

- x Upgrade classroom technology: tablets for PK-2, migrating from projectors to TVs, height-adjustable stands, smartboard pens, speaker systems, desktops for labs/front of classrooms, mounting arms, and document cameras (~\$13.1M)
- x Staffing to provide technology support and ensure deployment of hardware to schools and staff during temporary start up periods (~\$1.6M)
- x Updated devices and accessories for students and staff (~\$12M)

Intended Outcomes

- x Improve operational effectiveness with modernized communication systems
- x Improved levels of cybersecurity for District applications and services
- x Increased capacity to process legal contracts and documents
- x Improved and more convenient access to student records

Research Base

- x Districts generally do not see districtwide improvements in teaching and learning without substantial engagement by their central offices in helping all schools build their capacity for improvement ([Center for the Study of Teaching and Policy](#) 2010).
- x Using technology in the classrooms can increase student engagement, increase motivation to learning, allow for better teacher-student interaction, and support student collaboration. The positive effect of using technology throughout the curriculum can assist student learning, particularly in mathematics to higher-order thinking that can help students even beyond the classroom ([US Department of](#)

School-Based Supports (~\$254K)

Effective resource management will be key to capitalizing on the opportunity to reimagine education in our district through this once in a generation infusion of stimulus funds. Schools in the RCSD have created plans to effectively manage their school-based allocation in alignment with stakeholder feedback and the District's strategic priorities. Additionally, schools will provide students with technology-rich educational opportunities that will keep them engaged and allow them to take ownership of their learning.

- x Dedicated staff for grant monitoring and budget activities (~\$185K)
- x Sound system upgrades and photographic equipment (~\$69K)

Intended Outcomes

- x Improved ability to manage, monitor, and effectively use supplemental funds to support student success
- x Increased student access to multimedia creative learning experiences

School-specific School Comprehensive Education Plans (SCEPs) and Receivership/Continuation Plans

- x Links to individual school-based planning documents can be found [HERE](#)

Priority 7 – Safe & Healthy Reopening of Schools

Needs

Student Health & Safety (Reopening & COVID Response)(~\$6.3M)

The health and safety of students and staff remains the District's top priority and is critical to providing a high-quality learning experience. The District is committed to supporting improved academic outcomes by ensuring safe and secure

Section 5: Spending Plan and Sustainability

The chart below summarizes the number of FTE hired within the CRRSA or ARP grants that have potential to require sustainability. The RCSD is proposing to hire 319.8 total FTEs within CRRSA or ARP funds; at the end of the funding periods of the grants, there is a potential need for 102.9 FTE of the 319.8 FTE to be maintained either in the general fund or within an alternate funding source. As depicted below, the District has proposed to tier the absorption of the positions each year – this will allow for adequate program evaluation to determine need for positions to continue, gradual absorption of positions into the general fund, if needed, to mitigate a financial cliff. As positions are discontinued, the District will leverage natural attrition to avoid lay-



Section 6:
Implementation, Monitoring, and Reporting

Progress Monitoring and Evaluation

The RCSD's Research and Evaluation Team has established a preliminary Research Framework Draft, which will be the foundation for the monitoring and evaluating work that will further be conducted by external experts. The research framework draft for American Rescue Plan funded projects will be presented in a graphical format for the sake of simple process conceptualization. The plan separates the project by initiative, and then by activity. Each activity requires intermittent reporting steps that capture b

