



Rochester City School District

New York State Education Department
CR Part 154 Corrective Action Plan

Areas in Need of Compliance 1

RCSD has failed to offer and provide

Tracy Feaster, Director of

Areas in Need of Compliance 2

Ensure that the regulatory identification procedure for SIFE is followed for all newly enrolled ELLs, including but not limited to those who speak Spanish as a home/native language. (CR Part 154-2.3(a)(6).

RCSD action steps taken to address area in need of compliance two?

The following actions were taken to meet area of non-compliance two.

Action Steps	Facilitators and/or Participants	Date
<ul style="list-style-type: none"> • Step 1: Review and streamline the SIFE identification process to adhere to state guidelines and protocols using the Quality Programs and Instruction Document Review Toolkit list to provide documents, that should be available in the schools, which demonstrate the level of implementation of critical ELL service practices (#3, 4 - page 1). <ul style="list-style-type: none"> • Adhere to NYSED Approved SIFE Identification Process to properly identify and appropriately place students. As a result, 34 SIFE students were enrolled since July 1, 2021, as compared to 35 students in 20-21 SY and 33 students in the 19-20 SY. • Refer to attachment 4 and 5. • Rev-6.9 (10o.51()-0.9 (dr)-1.2 ()-5.5 exr)-4.7 iltg ELgeT 	<p>Enid De Jesus-Lopez, Director of Transition Systems</p> <p>LAPC Language Assessors (2) & Language Assessor Assistants (2), Language Proficiency Team Coordinator (1)</p>	<p>Ongoing in compliance with NYSED SIFE Timeline</p>

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What are next steps for the district?

Continued implementation of audits and professional learning cycle.

Are there any new artifacts for this quarterly report?

Attachment 4: SIFE Lists

Attachment 5: Audits

Attachment 6: ELL Refugee Transcript Process

Attachment 7: MLS Training

Attachment 8: LAPC Team Meeting Agenda and Attendance

Areas in Need of Compliance 3

Revise registration requirements to conform with CR 100.2(y) and state law on permissible proof of residency, custody and age. Conduct professional development to all RCSD staff with a role in registration, enrollment and placement about permissible registration requirements under CR 100.2(y) and state and federal law (CR 100.2(y), Education Law §3218)).

RCSD action steps taken to address area of non-compliance three?

The following actions were taken to meet area of non-compliance three.

Per NYSED email on 1/21/2020, RCSD is not required to report in this area.

Action Steps	Facilitators and/or Participants	Date
<ul style="list-style-type: none">Step 1: Review and streamline the student registration process to adhere to the state and federal guidelines.<ul style="list-style-type: none">Adhere to NYSED Approved Registration Process to properly identify and appropriately place students. Q315.78 549.48 iot5.9 (d (h		

Practice in Need of Improvement 1

RCSD has failed to provide adequate districtwide professional development on the identification, placement, instruction, and other needs of ELLs and SIFE.

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<p>Disabilities, 19 teacher leaders were trained on peer centered discussion as an instructional strategy for all students with embedded scaffolds for diverse learners (SWD, ELLs). Teachers have been part of a yearlong cohort. A new cohort will start in the 22-23 SY.</p> <ul style="list-style-type: none"> Refer to attachment 12. 	<p>Amy Alkiewicz, Director of Special Education</p> <p>Nicolle Haynes, Executive Director of Equity, Inclusion, Curriculum & Programming</p> <p>Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages</p>	<p>May Planning (Last Quarter)</p>
<ul style="list-style-type: none"> Conducted a professional learning needs assessment for the following school year (22-23 SY). As a result of 24 responses, the Department of Multilingual Education will revise the three-year plan to incorporate training in identified areas: <ul style="list-style-type: none"> <i>f</i> NYSED toolkits <i>f</i> Language & Literacy Rich Environments <i>f</i> Dynamic Bilingualism <i>f</i> Scaffolding for language and content Refer to attachment 13. 	<p>Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages</p> <p>Abel Perez, Director of Multilingual Education</p> <p>Brenda Murray, World Language Coach</p>	<p>June 2</p>
<ul style="list-style-type: none"> Conducted a Leadership Support Survey to school administrators to assess leadership needs. As a result of 16 responses, during the restructuring, rebranding, and expansion of DOME to the Bilingual Education and World Language Department, the new leadership team will determine: <ul style="list-style-type: none"> <i>f</i> how to address the needs of leaders related to increased individual school support <i>f</i> increased professional development on culturally responsive teaching. Refer to attachment 14. 	<p>Shanie Keelean, Chief Academic Officer</p>	<p>June 10</p>
<ul style="list-style-type: none"> As a result of participation from seven individuals at a Teaching for Biliteracy Conference and targeted author support for county-wide schools, the Executive Director of Bilingual Education & World Languages and a team of teacher leaders will revise programming and curriculum to reflect best practices. Refer to attachment 15. 	<p>Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages</p> <p>Anna Stukes, Bilingual Specialist, Midwest RBERN</p> <p>RCSD Teachers on Assignment (TOA)</p> <ul style="list-style-type: none"> Jessica Ventura, Bilingual TOA – School 28 Alva Vives, Bilingual TOA – School 17 Tamacy Bollino, Bilingual TOA – School 12 	<p>June 24</p> <p>Training (Last Quarter)</p>

	<p>Other Districts/Charter Teachers on Assignment (TOA)</p> <ul style="list-style-type: none">• Rush Henrietta ENL TOA• Eugenio Maria De Hostas (Bilingual Charter School) Bilingual TOA	
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- As a result of participation in the Unbound ED

Practice in Need of Improvement 2

The RSCD

