East Ramapo Central School District:

2020-2025 (Long-Term) Strategic Academic and Fiscal Plan

October 27, 2021

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I. Executive Summary and Organization of the Plan

Executive Summary

In 2016, a new provision of Education Law required the East Ramapo Central School District (ERCSD or "the District") to develop and implement a long-term strategic academic and fiscal improvement plan ("the Plan"). In response to that requirement, the District developed a five-year plan that was based on "Four Pillars":

Pillar 1: High Expectations for Teaching & Learning
Pillar 2: Culture of Safety and Strong Relationships with Families & Community
Pillar 3: Results-Focused Professional Learning & Collaboration
Pillar 4: Data-Informed Efficient and Effective Systems

For each of these pillars, the District developed a set of goals, measures of student progress, professional practices, and educational strategies. For the past several years, the Four Pillars have been the foundation for the District's instructional program.

Subsequent amendments to State education law have required that the Plan be updated annually by the District and the Monitors assigned to the District by the State Education Commissioner ("the Monitors") to provide oversight of the District's academic and fiscal operations. The annual updates are to be approved by the Board of Education and submitted to the Commissioner of Education after a process of public engagement.

The 2020-21 annual update to the Plan maintains the Four Pillars as the organizing structure for the District's improvement efforts but now includes significantly revised goals and measurable objectives as well as a new set of timebound improvement activities that provide detailed information on how the District will accomplish the educational strategies that undergird the Four Pillars. The academic component of the Plan now contains sections pertaining to Teaching and Learning, Special Education, English Language Learners, Accountability, Family and Community Engagement, School Climate and Social and Emotional Learning, Human Capital, and Organizational Structure. Collectively, the Plan contains 91 improvement strategies that the District will implement to achieve the goals and measurable objectives contained in the Plan. The academic plan is intended to be a complement to the District Comprehensive Education Improvement Plan (DCIP).

Because governance and leadership have been identified as significant issues in the District, there is a separate section of the Plan that provides a detailed critique of governance and leadership and provides 15 strategies for improvement.

The Plan now also contains a series of assurances which the District commits to implement, many of which address the role of the Board of Education, the need for

stakeholder engagement, and commitments to ensuring good stewardship of the District's financial resources.

Unlike previous annual updates, the 2021-22 school year update also provides goals, measurable objectives, and an extensive list of improvement strategies related to the District's finances and operations, including Budget Development, Cash Flow Management, Reimbursement Claiming Processes, Expenditure (Internal Controls), Long-Term Planning, Organization Structure and Internal Operations Efficiencies, Transportation, Facilities, and Contracting Process.

The Plan is not an aspirational document. The District must report quarterly to the Monitors on the District's implementation of the Plan. Should the Monitors determine that the District is violating the Plan, they may report such violations to the Commissioner who may compel the District to come into compliance with the Plan. Alternatively, should the District act inconsistently with the Plan, the Monitors have been given the authority under State education law to either override Board resolutions or motions, or introduce their own resolution to ensure that the Plan is implemented with fidelity.

This Plan is also a living document. It will be updated annually through a process of extensive public engagement. For the goals of this Plan to be realized, it is critical that all stakeholders understand their roles in transforming the Plan from rhetoric to reality. Only through a shared sense of purpose among all stakeholders can the District achieve its mission of educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

Organization of the Plan

This Plan is made up of several sections:

- Section I contains an executive summary and overview of the organization of the Plan.
- Section II is a list of assurances which the East Ramapo Central School District (ERSCD or 'the District") has committed to implement fully, with the understanding that failure to carry out any of the assurances may result in the Monitors assigned to the District by New York State Commissioner of Education ("the Commissioner") overriding a Board of Education ("the Board") resolution or motion, introducing a resolution for adoption, and/or reporting a violation of the Long-Term Strategic Academic and Fiscal Plan ("the Plan") to the Commissioner.
- Section III is an introduction.
- Section IV contains the District's Mission, Vision, and Values Statements.
- Section V describes the process and public consultations that were used to develop the Plan.

- Section VI articulates the theory of action that undergirds the District's improvement efforts.
- Section VII contains general findings about the current status of the District's academic program.
- Section VIII addresses issues specific to the governance and leadership of the District.
- Section IX provides academic long-term goals, the benchmarks to be achieved, timelines for achieving the goals, measurable objectives that will show progress towards achieving long-term goals, strategies to be implemented during the current school year, and the measurable objectives towards determining satisfactory completion of each strategy for each of the following subsections:
    A. Teaching and Learning
    B. Special Education
    C. English Language Learners
    D. Accountability
    E. Family and Community Engagement
    F. School Climate and Social and Emotional Learning
    G. Human Capital
    H. Organizational Structure
- Section X provides fiscal long-term goals, the benchmarks to be achieved, timelines for achieving the goals, measurable objectives that will show progress towards achieving long-term goals, strategies to be implemented during the current school year, and the measurable objectives towards determining satisfactory completion of each strategy for each of the following subsections:
    A. Budget Development
    B. Cash Flow Management
    C. Reimbursement Claiming Processes
    D. Expenditure (Internal Controls)
    E. Long-Term Planning
    F. Organization Structure and Internal Operations Efficiencies
    G. Transportation
    H. Facilities
    I. Contracting Process
- Section XI is a conclusion that outlines the next steps in a process of constructive change.
- The following appendices are included at the end of the Plan:
    Appendix A: Eight Characteristics of Effective School Boards
    Appendix B: 2021-22 School Year Plan for Expenditure of $1 million special legislative grant
    Appendix C: Summary of Public Comment on Draft Improvement Plan
    Appendix D: 2021-22 School Year District Comprehensive Improvement Plan (DCIP)

II. Assurances

This section includes a set of assurances with which the East Ramapo Central School District (ERSCD or the District) commits to comply in terms of implementation of the Plan. This section makes explicit the District's understanding that failure to fully comply with any of these assurances may be cause for the Monitors, pursuant to Chapter 173 of the Laws of 2021, to override adopted or proposed resolutions or motions of the Board of Education (the Board), submit a resolution for adoption by the Board, and/or notify the Commissioner that a violation of an element of the Plan has occurred. The assurance statements are as follows:

1. The Board shall operate in accordance with the "Eight Characteristics of Effective School Boards" (See Appendix A).

2. The District shall implement the Plan in accordance with all applicable laws, rules, and regulations.

3. The District shall implement the Plan in accordance with all applicable District plans that have been approved by the New York State Education Department (NYSED) for the 2021-22 school year, including but not limited to approvals associated with Elementary and Secondary School Emergency Relief Funds (ESSER); Coronavirus Aid, Relief, and. Economic Security Act (CARES) funds; Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) funds; American Rescue Plan Act (ARPA) funds; and the District's Consolidated Application for Every Student Succeeds Act (ESSA) funded programs.

4. The Board shall ensure that all motions are introduced and acted upon in a manner consistent with established District policies and that adopted resolutions are consistent with the goals, measurable objectives, and improvement strategies contained in the Plan.

5. The Board shall ensure that all District programs are administered in a manner that is consistent with the goals, measurable objectives, and improvement strategies contained in this Plan, applying sound fiduciary practices.

6. All District funds shall be administered consistently and aligned with the goals, measurable objectives, and improvement strategies contained in the Plan.

7. The Board and District leadership and staff shall not take any actions that are inconsistent with the goals, measurable objectives, and improvement strategies contained in the Plan.

8. The District shall take appropriate corrective action to address any instances in which District personnel act inconsistently with the goals, measurable objectives, and improvement strategies contained in the Plan, or fail to act according to the highest ethical requirements of their profession. Such actions will be documented and made available for review consistent with laws and regulations pertaining to the privacy of records.

9. The District shall adhere to the timelines contained in the Plan.

10. The District shall meet all requirements in law and in the Plan in regard to public consultation and engagement, including timely conduct of public hearings, provision of translation services, and translation of documents.

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

12. The Board shall conduct all business in adherence to the District's shared values statement, Board policies, and existing law and regulation.

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

14. The District shall maintain such records as are required to determine the degree to which the District is meeting its goals, benchmarks, and progress targets and is implementing the strategies contained in the Plan and provide such records upon request to the Monitors and/or Commissioner.

III. Introduction

On June 29, 2021, former Governor Cuomo signed into law Chapter 173 of the Laws of 2021, which made significant changes to the original Monitor legislation (Chapter 89 of the Laws of 2016). Notably, the legislation expanded the powers and duties of the Monitors appointed by the Commissioner to the District as well as the responsibilities of the District in regard to cooperating with the Monitors and development of the Plan and the District's annual budget.

The law requires that the Board and the Monitors develop and annually update by October 1 the Plan. The Plan must include a set of goals with benchmarks and measurable objectives and identify strategies to address areas where improvement is needed by the District, including but not limited to:

- Financial stability
- Academic opportunities and outcomes
- Education of students with disabilities
- Education of English Language learners
- The educational, social, and emotional welfare of public-school students
- Compliance with all applicable state and federal laws and regulations; and
- A comprehensive expenditure plan for any special legislative appropriations to the District (See Appendix B).

The Plan developed by the Board and the Monitors must be subject to a public hearing and submitted to the Commissioner for approval.

A new provision of Chapter 173 of the laws of 2021 is the requirement that a Community Advisory Board ("the Advisory Board") be established. Each member of the Advisory Board serves for one year and receives no compensation. The Superintendent and the Board of Education shall jointly approve the Community Advisory Board. The Community Advisory Board, to the greatest extent possible, shall include at least one member who is:

- A resident of the District who is a parent of a student with special needs whose education is provided by the District;
- A member of each of the three most commonly spoken non-English languages;
- A member of a civic league or organization not organized for profit and operated exclusively for the promotion of social welfare;
- A parent of a public school student; and
- A parent of a nonpublic school student.

Twenty-three people applied to become members of the Advisory Board. Two of these people did not meet the criteria specified in the law for serving on the Advisory Board.

At the September 13, 2021 Board meeting it was recommended by consensus that a Board subcommittee be established and charged with vetting the candidates and bringing recommendations to the full Board. The committee met on September 23, 2021 and selected the candidates for the Community Advisory Board. Ten members were appointed at the October 5, 2021 Board meeting.

Beginning with the 2022-23 school year, the Community Advisory Board will be consulted extensively in the development of the annual update.

IV. District Mission, Vision, and Shared Value Statements

A. Mission
Our mission acts as the "why" or who we are by explaining our fundamental purpose as an organization.
As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

B. Vision
Our vision captures the "what" or who we hope to become for our desired future.
We will become proficient in all that we do.

C. Share Value Statements
Our shared values speak to the way we act consistent with our mission along the path toward achieving our vision.
In everything we do, we motivate, facilitate, and reinforce:
1. Trust and open communication
2. Confidence
3. Collaborative relationships
4. Mutual respect and ethical behavior
5. Diversity and inclusiveness
6. Excellence

V. Plan Development Process

This section provides an overview of the process that the Monitors and Board used to inform the development of the Plan. The section summarizes the "when, where, and how" that resulted in the final Plan.

Using the 2020-2025 Strategic Academic and Fiscal Plan as a starting point, the Monitors interviewed core District staff to understand the current reality in the District, identify challenges to achieving desired outcomes, and develop strategies that drive meaningful change. Information was analyzed and a draft Plan was formulated and submitted to NYSED for feedback. Feedback from NYSED was reviewed and incorporated into a revised draft of the Plan. The Plan was then submitted to District staff for additional input. When consensus was reached between the Monitors and District staff, the document was shared with the community, which was given an opportunity to respond to the draft Plan at a public hearing, and a Monitor's listening session, as well as through an online feedback mechanism. Comments from the public feedback were reviewed and revisions were made to the document as appropriate before the Plan was adopted by the Board and final submission was made to the Commissioner. A summary of the public comments and responses to them can be found in Appendix C.

A. District

The core District staff engaging in this work were Executive Cabinet team members representing the Office of Teaching & Learning and the Office of Operations. The Executive Cabinet team members leveraged their knowledge of their respective discipline to review and provide input on the draft Plan. Of importance was the team's use of carefully sourced data to ensure the Plan contains a set of viable and coherent strategies to achieve the Measurable Objectives contained in the Plan.

Provided below are the guiding principles used to frame District staff discussions, identify relevant data, and guide decision making that resulted in the strategies contained in the Plan:

- Prioritize students and student learning;
- Remain aligned to the East Ramapo Central School District Strategic Academic Plan mission, vision, listed priorities, core beliefs, and our critical role in the community;
- Maintain equitable access to quality public education for all students;
- Prioritize equity, diversity, and inclusion in discussions and when building consensus;
- Protect East Ramapo's strengths and long-term viability to establish fiscal solvency;
- Comply with federal and state mandates; and
- Fulfill contractual obligations.

B. Public Hearing-link

A Public Hearing was conducted on October 5, 2021, once NYSED feedback had been considered and incorporated into the draft Plan. In accordance with the Open Meetings Law, all members of the community were invited to provide public comment on the Plan. Prior to the meeting, the District Clerk provided the public notice of the date, time, and location of the meeting. During the Public Hearing, the purpose, process, and key areas of the Plan were highlighted and explained.

C. Monitor's Listening Session

To provide an additional opportunity for public engagement, the Monitors conducted a public listening session on October 18, 2021. There were 21 community members in attendance at the session. There were many comments not about the Plan. The comments that were pertinent to the Plan suggested more meetings with the monitors where questions could be asked and answered, a request for more social workers, the need for afterschool programs, dual language programs, and the use of a learning tool called Clever. A comment was made about more speed bumps at the public schools and better signage for the legal limits for the speed bumps.

D. Feedback forms, Letters, and Emails

Stakeholders were encouraged to provide feedback on the draft plan by completing an online feedback form or submitting comments by email or letter. A feedback form was shared with the public to collect demographic information and public comment online. From the public comments, major themes were identified for the Monitor's review. The public comment period was initially set to close on October 12th but was extended to October 19th. Approximately 400 responses were received using the electronic tool and letters to the district clerk. The main areas of comment were no changes to the door-to-door busing, more special education services for children, more social workers, and special support for ELL students.

Persons who commented on the use of the $1 million special legislation grant advocated for the funds to be used on transportation, 1st grade aides, teachers for the high school, and more bilingual services. Appendix B summarizes the responses that were received and any modifications that were made to the draft plan because of the comments.

VI. Theory of Action

A. Method to Achieve Our Vision

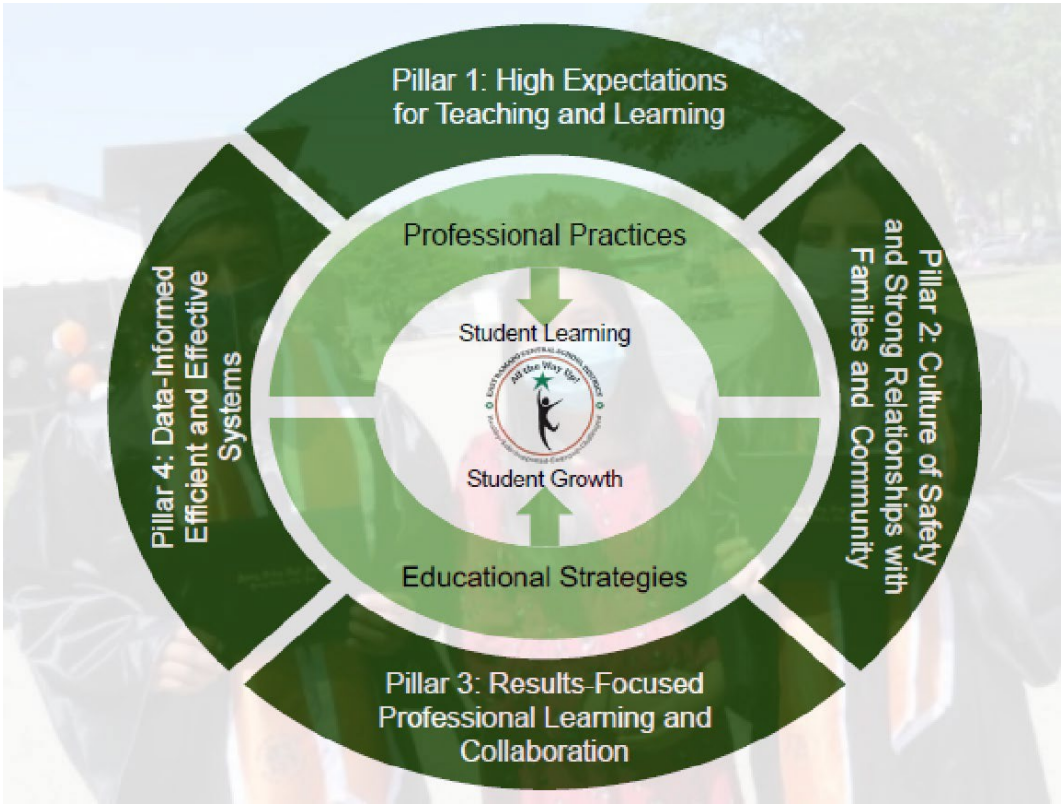
A theory of action is a set of underlying assumptions about how we will move our District from its current state to its desired future, our Vision.

Our theory of action is grounded in the efficacious belief that achievement, that is, student learning and growth, is reached by effective effort and confidence:

IF educators individually and collectively exercise key professional practices and educational strategies framed by our four pillars and geared towards building student competencies and confidence for success,

THEN students will
(1) demonstrate success in the early years,
(2) exhibit healthy, safe, supported, engaged, and challenged behaviors;
(3) be motivated confident, and empowered critical thinkers;
(4) show mastery of academic subjects and the arts;
(5) graduate from high school and show readiness for college and careers,

AND we will realize our Vision of being proficient in all that we do.



B. Goals and Measures of Student Progress

Our goals refer to agreed upon expectations for student learning and student growth developed by the East Ramapo community in 2016. A fundamental aim of our school system is to equip each student with the competence and confidence for success at the next level. The **Goals and Measures of Student Progress** constitute our promise to our students, our parents and caregivers, and our community. They represent our commitment to each student's learning, growth and success … from preschool through high school.

Goals	Measures of Student Progress (★ Priority measures)
1 Success in the Early Years Every student will demonstrate social, emotional and academic readiness to meet or exceed grade level standards by the end of second grade.	• Increased percentage of students in pre-K through Grade 2 meeting criteria for social-emotional, physical and cognitive development. ★ Increased percentage of students in grades pre-K through Grade 2 achieving proficiency in early literacy and numeracy. ★ Increased number of appropriate student referrals to special education. ★ Increased percentage of English Language Learners demonstrating growth in the acquisition of English Language skills.
2 Healthy, Safe, Supported, Engaged and Challenged Every student will be challenged, in a safe learning environment, to be a productive and engaged citizen capable of meeting high expectations.	• Increased percentage of students participating in workshops about academic expectations and goal setting. ★ Increased percentage of students who feel safe and valued in their school as measured by a valid and reliable perception survey. • Increased percentage of students who demonstrate knowledge of healthy food choices, exercise, personal care, and routines that support hygiene. • Increased percentage of students participating in student-led conferences.
3 Motivated, Confident, Empowered Critical Thinkers Every student will demonstrate ownership of his/her education and be fully engaged in becoming critical, creative-thinking goal-setters.	• Increased percentage of students who have successful adult mentor partnerships • Increased percentage of students who demonstrate growth in resilience, confidence, engagement and voice in solving real-world problems. ★ Increased percentage of students cognitively engaged during classroom instruction.
4 Mastery of Academic Subjects and the Arts Every student will meet and/or exceed standards in all subjects including the arts at the end of key transition grades.	★ Increased percentage of students demonstrating growth in performance in all academic subject areas and the arts. • Increased percentage of under-performing students at every grade level making at least 1.5 years' growth in the core subject in one year. ★ Increased percentage of students meeting or exceeding proficiency in the core academic subjects and the arts. • Increased participation and success rates of middle school students and high school students in upper level/AP/Honors courses • Increased percentage of English Learner students who attain mastery of English Language skills within 3 years.
5 High School Graduation and Readiness for College and Careers Every student will graduate from high school prepared for college, career, and post-secondary experiences.	★ Increased percentage of students who demonstrate successful transitions from pre-school to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, and High School to college/post-secondary experiences. ★ Increased percentage of 10th graders who are on track for on-time high school graduation. ★ Increased 4-year high school graduation rates. • Decreased 4-year high school dropout rates. • Increased percentage of high school students enrolled in college, career training, the work place, or the military within 6 months of graduation.

C. Professional Practices

Continuous improvement of student learning rests on continuous improvement of teaching practices (T), leadership practices (L), and organizational practices (O). Those professional practices, framed by the Four Pillars of our theory of action, define what we must implement, monitor, and support every day...in every classroom, in every school, and system-wide.

	Pillar 1: High Expectations for Teaching & Learning	Pillar 2: Culture of Safety and Strong Relationships with Families & Community	Pillar 3: Results-focused, Collaborative Professional Learning	Pillar 4: Data-driven, Effective and Efficient Systems
Teaching Practices	T1: Teachers use a variety of research-validated instructional strategies (e.g. role play, independent work, research projects, cooperative learning) as multiple options for completing assignments.	T3: Teachers challenge, encourage and honor all students, and promote a high achieving, caring and supportive environment.	T5: Teachers use collaborative planning time to share and reflect on curriculum, scope and sequence, student needs, and instructional practice.	T7: Teachers analyze and use formative and benchmark assessment data to monitor student learning and adapt instruction to meet students' learning needs.
	T2: Teachers raise expectations and level of rigor for all students, regardless of current level of achievement, to ensure students' continuous growth and development.	T4: Teachers provide families a variety of engagement options which are responsive to parent's schedules and interest.	T6: Teachers develop professional growth plans based on collaborative analysis of student work and reflection about professional practices.	T8: Teachers meet regularly to review formative assessment and make instructional adjustments to address areas of concern and/or accelerate student learning.
Leadership Practices	L1: Principal/Leadership Team communicates high expectations for student performance and lets students know that everyone is invested in each student's success.	L3: Principal/Leadership Team builds the capacity of the school to connect every student to at least one caring adult within the school and / or community.	L5: Principal/Leadership Team develops and implements a differentiated professional development plan and annual calendar, aligned to the school's improvement plan and the professional learning needs of each teacher or staff.	L7: Principal provides frequent feedback about student learning and professional practices to monitor implementation of school-wide and grade level / department continuous improvement plans.
	L2: Principal/Leadership Team facilitates school-wide collaboration and consensus on work that meets rigorous standards within and across grade levels and subjects.	L4: Principal/Leadership Team builds systems to link educators, students, parents and caregivers, and community to create safe, caring, high-performing schools.	L6: Principal/Leadership Team continuously assesses the impact of professional development programs on student learning and the professional practices of each teacher or staff member.	L8: Principal/Leadership Team meet with teams of teachers to review how data is being used to drive continuous improvement of classroom instruction, identifying students that need academic, behavioral interventions or acceleration.
Organizational Practices	O1: District/School Leadership implements a standards-based curriculum and formative assessments aligned to state standards, with vertical, horizontal and cross-content alignment across the core instructional program.	O3: School/ District and community develop a shared vision and plan for promoting, enhancing, and sustaining a high achieving, positive school culture.	O5: School/District implements a systemic evaluation and continuous improvement protocol to assess the delivery and effectiveness of professional development offerings.	O7: District leadership ensures that all schools have access to high quality benchmark assessments and professional development to implement data decision support systems that help to inform student learning and improve instruction.
	O2: District/School leadership allots time for professional development, collegial collaboration, and preparation of standards-aligned curriculum, instruction and assessment practices.	O4: School staff sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and achieve high academic growth.	O6: District/School Leadership develops a cadre of school and district leaders who have attained mastery of core leadership practices and will facilitate the learning of other teachers, leaders, and staff.	O8: District leadership ensures that categorical and district budget items are clearly linked to the District's vision focus, and staff development.

D. Educational Strategies

The Four Pillars are the building blocks for purposeful action at every level. They define the capabilities that are required and must be developed to achieve the Goals and Measures of Student Progress; they provide a "frame" for the work and contributions of teachers, leaders, staff, families, and community partners. The Educational Strategies represent the high-leverage programs and initiatives which, when implemented with fidelity, will facilitate continuous

improvement of professional practices and the creation of thriving schools where every student can meet high academic and behavioral standards.

Some of the strategies proposed for the 2020-2025 Strategic Academic and Fiscal Plan are extensions of those outlined in the 2016-2020 Plan. Other strategies are new, reflecting recent or anticipated conditions, such as the COVID-19 pandemic. Educational Strategy statements show in parentheses alignment to the District Professional Practices and alignment to strategic plan goals.

Pillar 1: High Expectations for Teaching & Learning

Educational Strategy 1.1: Strengthen the alignment of curriculum, assessment, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans (T1, L1, O1). *Strategic Plan Goal Alignment: 1, 4*

Educational Strategy 1.2: Strengthen student engagement and ownership of learning and implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation (T2, L1, L2). *Strategic Plan Goal Alignment: 2, 3, 5*

Educational Strategy 1.3: Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning (O2). *Strategic Plan Goal Alignment: 3*

Pillar 2: Culture of Safety and Strong Relationships with Families & Community

Educational Strategy 2.1: Enhance parental engagement in student success through training, collaboration, and communication (T3, L3, O3). *Strategic Plan Goal Alignment: 2, 3*

Educational Strategy 2.2: Educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students (T4, L4, O4). *Strategic Plan Goal Alignment: 2, 3*

Educational Strategy 2.3: Ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student's academic and social emotional progress, using district-wide developmentally appropriate protocols to ensure consistency and coherence (T4, L4, O4). *Strategic Plan Goal Alignment: 2, 3*

Pillar 3: Results-Focused Professional Learning & Collaboration

Educational Strategy 3.1: Provide ongoing professional development and instructional coaching focused on effective implementation of the Foundational 5 teaching practices by every teacher, in every classroom, every day (T5, L5, O6) *Strategic Plan Goal Alignment: 1, 4, 5*

Educational Strategy 3.2: Provide continuous professional learning, coaching, and support to principals and school instructional leadership teams to accelerate their proficiency relative to the five *Leverage Leadership Competencies* (T6, L5, O6). S*trategic Plan Goal Alignment: 1, 4, 5*

Educational Strategy 3.3: Implement high-functioning structures and processes to strengthen growth mindset; data-informed, rigorous planning; hybrid/virtual learning platforms; collegial collaboration; and culture of continuous improvement (T3, L6, O5). *Strategic Plan Goal Alignment: 1, 4, 5*

Pillar 4: Data-Informed Efficient and Effective Systems

Educational Strategy 4.1: Implement a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents (T7, L7, O7). *Strategic Plan Goal Alignment: 4, 5*

Educational Strategy 4.2: Organize central roles, resources, and processes to better support schools (T8, L8, O8). *Strategic Plan Goal Alignment: 2, 4, 5*

Educational Strategy 4.3: Organize school and district-based ceremonies to celebrate the accomplishments of staff, students, and district stakeholders (T8, L8, O7). *Strategic Plan Goal Alignment: 2, 4, 5*

E. Strategy Implementation Timeline

The five-year Plan that was finalized in May 2020, in the midst of the COVID-19 pandemic, took into consideration how future instruction would be impacted by the pandemic. As such, emphasis was placed on ensuring that all students had access to technology-based devices to facilitate hybrid/virtual learning (Pillar 1). Additionally, the need to support the health and wellness of families, while assisting parents in navigating school and community resources (Pillar 2) emerged as essential components in support of the social emotional well-being of our students.

Educational Strategies broadly define the steps to attain the identified goal(s). Each Educational Strategy statement includes the who (professional practice code), the what (priority measure and educational strategy), and the when (implementation year). The annual District Comprehensive Plan (DCIP) provides associated implementation activities for the Educational Strategy (See

Appendix D. The method (what the strategy entails), the indicator for gauging success, and resources to support each strategy implementation activity are provided in the DCIP as well.

VII. General Findings

A. Academic

1. The 2020-2025 Plan was approved by the Commissioner in May 2021. The District's academic program remains based on the four pillars that are embedded in all areas of teaching and learning in the District.

2. The 2020-21 school year started with a phase-in of a hybrid model. Due to high Covid-19 rates, in October 2020 schools began to be closed in accordance with the former Governor's executive order.

3. When schools went fully remote in March 2020, the majority of students did not have access to one-to-one devices. This had a major negative impact on instruction during the prior school year and impacted implementation of the hybrid model.

4. Interim Superintendent Dr. Ray Giamartino immediately upon his appointment discovered that many students lacked devices and quickly ordered Chromebooks for every student and staff member. He was able to secure a 5-year grant to provide access to hotspots for all of the families in the District. By the end of September, all devices and hot spots were given to students and staff.

5. As the District implemented the hybrid model, Dr. Giamartino shared with the Board and the community that the District had a chronic absenteeism problem. In addition, teachers were taking attendance daily, but the software was not recording attendance correctly. Dr. Giamartino identified a glitch in the software program and worked with the Rockland Board of Cooperative Educational Services to correct the program to ensure that attendance was recorded accurately. An attendance task force was formed, and from their investigation, they developed more effective strategies to improve attendance. Some of the strategies were calling parents to see why their children were not in school, addressing needs of students and families. and making home visits. Some examples were providing clothing, school supplies and personal items for families. Monthly reports regarding student attendance were made to the Board and shared with the community. The District continues to monitor monthly the effectiveness of these attendance improvement efforts.

6. During the time that the hybrid model was being implemented, a large number of students at all grade levels received instruction entirely remotely. In addition, 50 -

75 % of teachers who had received reasonable accommodations pursuant to the Americans with Disabilities Act (ADA) provided instruction remotely. Dr. Giamartino made the decision to open schools full-time in spring 2021. Returning to 5 days a week in-person instruction not only allowed school staff to address lost learning opportunities but also provided social and emotional support to students while facilitating the return to employment of caregivers.

7. Interim assessments were administered both in-person and remotely three times during the 2020-21 school years for Grades k-8 with 90% participation rate. Students who were remote took the assessments at home.

8. Extended year programs introduced in summer 2021 were very successful based numbers in attendance and feedback from students and parents in addressing the COVID-19 gaps in instruction. The programs were all curricula driven based on learning targets. All students received an hour of literacy instruction and math instruction integrated into a theme based program: All Sports Academy, Robotics, an Integrated Language Arts and Performing Arts Program, and Exploration. Successful secondary level programming yielded positive results: Freshman Academy and Credit Recovery programs were very successful.

9. The Teaching and Learning Office and Personnel Office have vacancies that need to be filled for maximum effectiveness in supporting staff teaching and learning needs at the building and Central Office levels**.**

10. During the past school year, District challenges continue to overshadow the progress that the District has made. Interim Superintendent Dr. Giamartino conducted "soft audits" of all District offices. These audits uncovered budgetary improprieties, and the Monitors requested an investigation by the Office of the State Comptroller. A $30 million deficit was found. As a result, the District was the focus of negative media coverage. Dr. Giamartino along with the Executive Cabinet worked aggressively to mitigate the impact by finding millions of dollars in savings. The fiscal section of the plan addresses many of these financial issues.

11. The District has curriculum, instruction, and assessment systems in place and is on the right trajectory to continue to increase student achievement. Nevertheless, in order for the trajectory of improvement in student achievement to continue and accelerate, the community needs to heal, put all divisions aside, and place the needs of all District students at the center of the community's efforts.

12. In the Monitors' 2018-19 annual report, the Monitors noted that a diverse group of community members, called East Ramapo United, began to meet monthly with the goal of sharing perspectives and finding common ground. This group's membership included representatives of the major religious and ethnic groups in the community. After meeting for more than a year, the group disbanded, but

efforts have been made to re-engage the original group of community leaders with support from an external facilitator.

Current Academic Update

The Spring Valley High School is closed due to the discovery of potentially hazardous mold and the need for asbestos abatement. As a result, the school went fully remote on October 18, 2021. The special education programs at the school has been relocated to other buildings so in-person instruction can be provided and the District is reviewing satellite locations to house some grades of students and will seek NYSED approval as needed.

B. Fiscal

The reader will find in the fiscal section discussion of the current year fiscal plan, the development of the 2022-2023 budget, improvements to be enacted during the current year, monitoring and feedback on improvements, and long-term fiscal stability.

1. There is need for continual comparing budgeted versus actual expenditures in all facets of the District's operations. There must be a reconciliation of anticipated payroll expenses to actual payroll expenditures.

2. As the current level of District expenditures is not sustainable without the infusion of further state aid or Federal stimulus monies, the District must make concerted effort to right size programs and eliminate those that are having no positive impact on student achievement. Class sizes need to be evaluated. Current overstaffing needs to be eliminated. This will require intensive investigation into kindergarten thru 12 grade scheduling of students and staffing ratios. A goal of this evaluation should be determining the degree to which, consistent with the collective bargaining agreement, teachers can be reassigned to classroom duties in situations where there are large classes within a school on a grade or in a subject.

3. There must be a complete understanding of projected expenditures and revenue as the 2022-2023 Budget is being developed. During development of the 2020-21 school year budget, changes in State aid was not fully understood by the District. This led to improper State Aid revenue budgeting, resulting in a $35 million borrowing to cover the deficit.

4. Projected transportation expenditures must be carefully analyzed to ensure proper budgetary allocations are incorporated into the 2022-2023 Budget. Due to a lack of proper transportation projections, the 2020-2021 transportation expenditures exceeded the transportation budget by $8 million.

5. It is imperative that the proper level of staffing is maintained within the Business Office, and the Transportation Office. Due to reductions in staff over the past

several years, there were limited fiscal check and balances in place. Business Office staff require continual guidance combined with knowledgeable leadership

VIII. Governance and Leadership

The Board members as individuals all care about the children in the District, which is the essence of school board work. However, collectively within and among the Board members, there is a lack of understanding of their roles as a full Board. There is an urgent need for training of Board members to maximize all Board governance operations.

A major misunderstanding exists in regard to what are the Board members' major roles and responsibilities. While all Board members have completed the required Board training, more training is needed.

Some examples from the Monitor's observations are the following:

1. The Board members lack a full understanding of the distinction between their role in establishing policy and providing oversight and direction to District staff and the superintendent's role as chief executive who is hired by the Board to implement their policies and manage the operations of the District. The Board must seek to maximize its focus on policymaking and minimize micromanagement and interference in District operations. The Board's policymaking tends to be reactive rather than proactive and focuses on policymaking tied to new Federal and state requirements. This reactive approach means that many Board policies are out-of-date and not aligned with the current circumstances or needs of the District. A total review of all Board policies, in accordance with a schedule established by the Board, should begin immediately with the assistance of an external organization that specializes in Board policy revision.
2. The Board's most important task is hiring a superintendent, and the Board performed admirably in establishing and implementing the process by which Dr. Ray Giamartino was hired in September 2020 to be the Interim Superintendent and Dr. Clarence Ellis was hired in April 2021 to be the permanent superintendent. The Board should be commended on using a national search firm secured through a Request for Proposals to select and screen outstanding candidates.
3. An area of major concern is the Board's failure for the last several years to conduct an evaluation of the superintendent. Commissioner's Regulations 100.2(o)(1)(vi) requires that the "governing body of each school district shall annually review the performance of the superintendent of schools according to procedures developed by such body in consultation with the superintendent. Such procedures shall be filed in the district office and available for review by any individual no later than September 10th of each year." It is critical to the success

of the new superintendent to engage in the mandated evaluation process annually because it provides clear standards on which a superintendent's performance may be reviewed and evaluated.

4. The Board has never participated in a Board self-evaluation process, which is designed to improve the ability of individual Board members to function as a cohesive group. While State Education law does not require this process, it is extremely important that the Board self-evaluate its performance annually, because it provides clear goals for the Board and a process for evaluating its own progress toward meeting those goals.
5. The Monitors in their 2018-19 school year annual report recommended that the Board participate in Diversity, Inclusion and Sensitivity Training and have ongoing Board retreats. A Board retreat was held on March 13, 2019, and was very successful; Board members got a chance to understand their roles and responsibilities and get to know each other as people and as Board members. However, Board membership has changed since 2019 and the members need to have more training at several retreats throughout the year. As research has shown a strong correlation between Board effectiveness and student achievement, it is critical that Board members receive the training they need to effectively carry out their responsibilities.
6. There is a need for the Board to work with the Superintendent to begin to implement the Regents Framework on Diversity, Equity and Inclusion. The District is in the beginning stages of implementation.
7. Board members have not always provided the District clerk with timely confirmation of their intent to attend Board meetings.
8. Dr. Ellis is a seasoned superintendent with years of experience in the New York City public school system. The NYSED has committed to providing Dr. Ellis with technical assistance to help him transition to his new role, particularly regarding areas for which the superintendent of the ERCSD is responsible for which a New York City Community District superintendent is not.
9. The Board President and Vice President, the superintendent, and the Monitors need to establish an agenda review process at which the agenda is developed and discussed prior to the Board receiving the full agenda.
10. The Board and District staff need to develop a communication system, so the Board knows what is going on in the District and in the community.

Goal: The Board shall operate at all times in accordance with the eight characteristics of effective school boards identified by the National School Board Association.

Measurable Objectives:

1. Beginning with the 2021-22 school year, the Board shall cancel no regular scheduled meetings because of a lack of a quorum. The Board shall seek to achieve at least 70 percent attendance by each board member as an individual and for the board as a whole.

2. By August 31, 2022, and by August 31 each year thereafter, the Board shall complete timely an evaluation of the superintendent that fully complies with the requirements of Commissioner's Regulations.

3. By September 1, 2022, and each September 1 thereafter, the Board shall complete the school board self-evaluation process for the prior school year.

4. By December 31, 2022, and by December 31 each year thereafter, the Board shall participate in a minimum of 2-3 Board retreats.

5. By December 31, 2022, the full Board shall complete a review of all current District policies and shall have revised them as appropriate.

Trend Data and Annual Targets:

- The last Board retreat was on March 13, 2019.
- The Board is currently in the 1st year of a two-year process of working with Erie BOCES on review of the District policy manual. The previous review of the entire manual was done in 2007.
- The Board last completed a timely evaluation of the Superintendent in accordance with Commissioner's Regulations in 2017. In the 2020-21 school year, the Board began but never completed the process of evaluating the Superintendent.
- In the 2020-21 school year, one regularly scheduled Board meeting was cancelled due to lack of a quorum. The District clerk sends numerous emails before each meeting to establish whether a sufficient number of Board members plan to attend in order to achieve a quorum. However, some Board members do not respond timely to these requests, making it difficult to determine well in advance of meetings whether a quorum will be present for a meeting.
- The Board has never engaged in a formal self-evaluation process.

Improvement Strategies:

1. By June 30, 2022, all Board members shall have completed training in Diversity, Equity and Inclusion as shall be required by the Monitors.
2. By August 1 annually, the Board shall reach agreement with the Superintendent on the procedures to be used in the annual evaluation of the Superintendent.
3. By August 31 annually, the Board shall approve the procedures for the evaluation of the Superintendent.
4. By September 10 annually, the District shall post the procedures for the evaluation of the Superintendent to the District's website.
5. By July 31 annually, the Board shall complete the annual evaluation of the Superintendent

6. By July 31 annually, the Board shall enter into an agreement with a consultant to assist the Board in implementing the Board self-assessment process.
7. By July 31 annually, the Board shall adopt the process by which it will conduct a self-evaluation, which shall include providing the public with an opportunity to provide feedback on the performance of the Board.
8. Within 60 days of completion of the self-assessment process, the Board shall adopt a resolution identifying those actions that the Board will take during the next calendar year to improve the Board's effectiveness and efficacy based on the results of the self-evaluation. These actions will encompass goals that both improve the function of the Board as a governing body and improves outcomes for the students in the District.
9. By July 31 annually, the Board shall select and enter into an agreement with an organization, such as the Rockland County School Boards Association, to facilitate the Board retreats.
10. By December 2021, the Board shall select and enter into an agreement with an external organization to facilitate the Board's policy review.
11. By December 2021, the Board, based on the recommendations of the facilitator, shall establish a timeline and a process by which the Board shall review and revise as appropriate each current Board policy. Such process shall include providing the public with a meaningful opportunity to participate in the policy review process.
12. By June 30, 2022, the Board shall assess the policy review process and revise timelines and procedures necessary to complete the process by December 31, 2022.
13. By December 31, the facilitator shall provide the Board with the dates, venues, format, and topics of the retreats.
14. By December 31, 2021, the Board shall adopt a policy regarding attendance at Board meetings and the consequences for unexcused absences from Board meetings.
15. Beginning January 2022, Board members will respond within 72 hours to requests from the District clerk to confirm their intent to attend a Board meeting.

IX. Long-Term Academic Goals, Measurable Objectives, Improvement Strategies

For the areas of Teaching and Learning, Special Education, English Language Learners, Accountability, Family and Community Engagement, School Climate and Social Emotional Learning, Human Capital, and Organizational Structure, goals with measurable objectives, trends, and annual targets as applicable, and the improvement strategies to be implemented to reach the annual targets are provided.

The numbered goals refer to the District priority goals for student learning and student growth.

In developing the measurable objectives, the following were prioritized for student progress:

- Increase English Language Arts Proficiency Rates
- Increase Mathematics Proficiency Rates
- Increase Students with Disabilities and English Language Learner Proficiency
- Increase Graduation Rate
- Reduce Chronic Absenteeism Rates
- Reduce Suspension Rates
- Increase Percentage of Students in the Least Restrictive Environment
- Increase Student Engagement in the Arts

The Improvement Strategies following the Measurable Objectives are the Educational Strategies further defined in the District's annual DCIP.

A. Teaching and Learning

Goal 1: Success in the Early Years

Measurable Objective 1.1: By June 2025, increase early literacy proficiency.

Trend Data and Annual Targets:

Kindergarten to Grade 2 At/Above Star Early Literacy Benchmark	Trend Data[1] (Percentage)	Annual Targets (Percentage)

	016	017	018	019	020	021	022	023	024	025
Kindergarten	-	-	9	3	0	6	7	1	5	9
Grade 1	-	-	-	-	7	2	8	2	6	0
Grade 2	-	-	-	-	-		2	6	0	4

Note: Retrieved from Longitudinal Report

Improvement Strategies:

[1] Data retrieved from ERCSD Star Renaissance

Strategy Implementation Activity 1.1.2 Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention)

1. Beginning October 2021, the Office of Student Support Services will coordinate professional development on Orton Gillingham intervention strategies (60 teachers/year) for K-6 teachers and leaders to strengthen pedagogical understanding regarding the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and leveraging instructional time to address literacy skills.
2. Beginning November 2021, the Office of Curriculum and Instruction will review raw data to begin reporting the number/percentage of students in K-2 who transition from Early Literacy to Star Reading as a possible indicator of early literacy proficiency/probable readers.
3. By December 2021, the Office of Curriculum and Instruction shall have hired, trained, and deployed interventionists, who to the greatest extent possible shall have specialized certification in English as a New Language (ENL) or special education, to address reading (3) and math (11) learning in K-8 schools.
4. By June 2022, the Office of Curriculum and Instruction along with the Office of Student Support Services will establish a district-wide Response to Instruction and Intervention problem solving committee composed of a multidisciplinary group of educators with representation from each school to create and facilitate the implementation of a district-wide RTI2 plan and support the curriculum refinement, alignment and development.
5. By December 2021, the Office of Curriculum and Instruction alongside the Office of Student Support Services shall issue guidance on the role of Interventionists in RTI2 decision making, student assessment, and program implementation that clarifies how best to use their specialized and deep knowledge in the teaching of reading.

Goal 2: Mastery of Academic Subjects and the Arts

Measurable Objective 2.1: By June 2025, increase the percentage of students demonstrating growth in performance and increase the percentage of students demonstrating proficiency on state ELA and math assessments for all subgroup populations by meeting or exceeding annual targets.

Trend Data and Annual Targets:

New York State ELA Exam Grades 3-8	Trend Data (Percentage)	Annual Targets (Percentage)

	Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	L3/4	21	22	26	28	--	--	36	39	41	45
	L2	35	38	35	34	--	--	36	37	39	40
Asian or Native Hawaiian/Other Pacific Islander	L3/4	56	46	50	59	--	--	64	65	66	69
	L2	25	41	34	32	--	--	32	32	32	32
Black or African American	L3/4	21	24	31	32	--	--	45	49	52	56
	L2	40	40	36	35	--	--	30	29	26	26
Economically Disadvantaged	L3/4	18	20	25	26	--	--	31	33	35	40
	L2	36	39	35	35	--	--	38	39	40	40
English Language Learners	L3/4	2	3	5	6	--	--	8	10	11	15
	L2	18	25	21	25	--	--	24	30	26	32
Hispanic or Latino	L3/4	17	18	22	24	--	--	29	31	32	36
	L2	33	37	35	34	--	--	37	38	40	42
Multiracial	L3/4	--	--	--	--	--	--	--	--	--	--
	L2	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	L3/4	2	4	6	7	--	--	10	11	13	16
	L2	17	25	28	27	--	--	32	34	36	38
White	L3/4	35	36	40	44	--	--	53	55	59	61
	L2	31	35	36	28	--	--	30	30	28	25

ANNUAL REGENTS EXAMINATION IN ELA	Trend Data (Percentage)	Annual Targets (Percentage)

	Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	L3 & Above	NA	74	69	70	--	--	78	80	82	85
	L2	NA	10	11	11	--	--	11	11	12	13
Asian or Native Hawaiian/Other Pacific Islander	L3 & Above	NA	97	92	87	--	--	83	84	86	87
	L2	NA	3	3	6	--	--	9	10	11	12
Black or African American	L3 & Above	NA	77	73	71	--	--	67	65	63	66
	L2	NA	9	9	12	--	--	15	16	17	18
Economically Disadvantaged	L3 & Above	NA	71	67	68	--	--	65	64	63	66
	L2	NA	11	12	12	--	--	13	13	14	14
English Language Learners	L3 & Above	NA	42	35	32	--	--	25	22	18	21
	L2	NA	20	20	22	--	--	24	25	26	26
Hispanic or Latino	L3 & Above	NA	84	62	67	--	--	53	56	59	63
	L2	NA	13	15	12	--	--	13	14	16	17
Multiracial	L3 & Above	--	--	--	--	--	--	--	--	--	--
	L2	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	L3 & Above	NA	62	41	51	--	--	47	48	49	52
	L2	NA	13	20	19	--	--	23	24	27	28
White	L3 & Above	NA	7	0	4	--	--	5	5	6	6
	L2	NA	7	0	4	--	--	5	5	6	6

New York State Math Exam Grades 3-8	Trend Data (Percentage)	Annual Targets

	Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	L3/4	16	19	21	24	--	--	31	36	38	40
	L2	30	30	27	25	--	--	36	37	38	39
Asian or Native Hawaiian/Other Pacific Islander	L3/4	47	49	52	52	--	--	55	56	57	60
	L2	30	29	25	25	--	--	38	39	39	38
Black or African American	L3/4	15	17	21	24	--	--	33	36	39	42
	L2	29	28	26	26	--	--	23	21	20	20
Economically Disadvantaged	L3/4	13	17	20	23	--	--	29	32	34	37
	L2	30	30	27	26	--	--	33	32	33	33
English Language Learners	L3/4	2	5	6	6	--	--	8	10	12	15
	L2	15	22	20	19	--	--	22	24	26	28
Hispanic or Latino	L3/4	13	16	18	22	--	--	28	32	33	37
	L2	30	31	27	24	--	--	33	33	34	34
Multiracial	--	--	--	--	--	--	--	--	--	--	--
	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	L3/4	2	3	5	5	--	--	9	11	13	16
	L2	14	18	16	16	--	--	19	22	25	27
White	L3/4	31	36	39	36	--	--	39	41	42	44
	L2	32	29	28	31	--	--	33	34	37	40

ANNUAL REGENTS EXAMINATION ALGEBRA I	Trend Data (Percentage)	Annual Targets

	Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	L3 & Above	NA	51	69	46	--	--	55	57	64	70
	L2	NA	25	11	23	--	--	23	25	26	28
Asian or Native Hawaiian/Other Pacific Islander	L3 & Above	NA	86	92	83	--	--	83	84	86	87
	L2	NA	11	3	8	--	--	6	5	4	2
Black or African American	L3 & Above	NA	49	73	50	--	--	52	52	53	56
	L2	NA	27	9	26	--	--	27	28	28	29
Economically Disadvantaged	L3 & Above	NA	50	67	46	--	--	43	41	40	45
	L2	NA	25	12	23	--	--	21	20	23	24
English Language Learners	L3 & Above	NA	29	35	27	--	--	29	30	33	36
	L2	NA	28	20	23	--	--	22	24	26	28
Hispanic or Latino	L3 & Above	NA	47	62	40	--	--	40	44	49	52
	L2	NA	25	15	22	--	--	33	32	30	32
Multiracial	L3 & Above	NA	100	0	60	--	--	70	71	72	75
	L2	NA	0	0	20	--	--	29	37	24	20
Students with Disabilities	L3 & Above	NA	30	41	29	--	--	34	36	38	40
	L2	NA	35	20	28	--	--	26	27	28	30
White	L3 & Above	NA	69	--	--	--	--	44	39	41	45

	Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
	L2	NA	15	0	20	--	--	35	39	43	47

Measurable Objective 2.2: By June 2025, increase the percentage of students engaged in standard-based arts and music instruction, as evidenced by student enrollment meeting or exceeding 75% of students in eligible programs.

Trend Data and Annual Targets:

Arts and Music Instruction	Trend Data[2] (Percentage)	Annual Targets[3] (Percentage)

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Students enrolled in Music	25	58	60	73	73	75	78	79	81	85
Students enrolled in Art	16	23	44	69	72	75	78	79	81	85

Measurable Objective 2.3: By June 2025, increase the number of students participating in New York State School Music Association (NYSSMA) Solo Festival & NYSSMA Major Ensembles by focusing on achieving a combined total student participation at/above 500.

Trends and Annual Targets:

NYSSMA Solo Festival & NYSSMA Major Ensemble	Trend Data[4] (Percentage)	Annual Targets[5] (Percentage)

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total number of students in NYSSMA	78	120	158	346	431	450	460	475	490	500

[2] Data retrieved from ERCSD Student Information System.

[3] To reach our goal of proficiency in the arts, we must first ensure and sustain a high quality program which has been set as our measurable objective.

[4] Data retrieved from ERCSD Student Information System.

[5] To reach our goal of proficiency in the arts, we must first ensure and sustain a high quality program which has been set as our measurable objective.

Improvement Strategies:

Strategy Implementation Activity 1.1.1 Review and refine the instructional program to ensure that it provides *guaranteed and viable curriculum, assessments, and materials* reflective of the Culturally Responsive-Sustaining Framework (Curriculum)

1. By December 2021, the District shall hire 5 content area District leaders (e.g., Academic Standards Facilitators), specifically in English, math, social studies, science, physical education (PE), health education (HE), and education of students with disabilities, to facilitate the evaluation, development, refinement, and delivery of a guaranteed and viable curriculum across the District that aligns with State Education Department learning standards.
2. Beginning November 2021, under the direction of the district-level curriculum and instruction team, schools will ensure that professional learning experiences are designed to align teacher instruction with the NYS Next Generation Learning Standards.
3. By June 2022, the Office of Curriculum and Instruction shall establish the Curriculum Development and Refinement Committee. The charge will be to revise curriculum units.
4. Beginning September 2022, District and Building leadership teams shall engage in a book study on the subject of culturally relevant and responsive practices. Once the book is chosen the study and questions will be addressed each time a chapter is read.

Strategy Implementation Activity 1.1.2 Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention)

1. Beginning October 2021, the Office of Student Support Services will coordinate professional development for K-6 teachers and leaders on Orton Gillingham intervention strategies (60 teachers/year) to strengthen pedagogical understanding of the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and leveraging instructional time to address literacy skills.
2. By June 2022, the Office of Curriculum and Instruction in collaboration with the Office of Student Support Services will establish a district-wide Response to Instruction and Intervention problem solving committee composed of a multidisciplinary group of educators with representation from each school to create a district-wide RTI2 plan and facilitate its implementation and support curriculum refinement, alignment and development of current curriculum.
3. By December 2021, the District shall hire, train, and deploy interventionists, who to the greatest extent possible have specialized certification in ENL and special education, to address reading (3) and math (11) learning in K-8 schools.
4. By December 2021, the District shall issue guidance clarifying the role of Reading Interventionists in RTI2 decision making, student assessment, and program implementation, given the Reading Interventionist specialized and deep knowledge in the teaching of reading.

5. By November 2021, the District shall invest in licenses and professional development to utilize during K-8 individualized tutoring sessions by subscribing to a literacy academic support network such as Book Nook.
6. Beginning November 2021, the Office of Curriculum and Instruction in collaboration with the Office of Student Support Services will hire tutors and teacher assistants to provide supplemental tutoring. This will support the successful implementation of programs addressing the needs of COVID-19 impacted students.
7. By December 2022, building leaders will have purchased classroom libraries (digital and print) to support targeted reading interventions and student independent reading of diverse high interest texts, inclusive of texts and dictionaries to support students with interrupted formal education (SIFE).

Strategy Implementation Activity 1.1.3 Provide focused professional development that promotes teacher best practices to deliver curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction).
1. Beginning August 2021, principals and building administrators will receive training on how to implement District guidance regarding effective strategies to allow for Tier 1 and Tier 2 differentiated and small group instruction, inclusive of sessions regarding the effective integration of technology during instructional blocks.
2. By June 2022, the newly established Professional Learning Academy will have provided instructional staff from K-12 with PD aligned with SCEP and DCIP priorities in formats such as workshops, lesson studies, and peer coaching facilitated by internal and external educators, and respondents shall have rated effectively the PD's usefulness in improving their instructional practices.
3. By August 2022, curriculum leaders and teachers will have received customized professional development that respondents rate effective in terms of meeting their curriculum needs identified in the DCIP in areas such as building a curriculum process, designing units, identifying and prioritizing standards, identifying content and skills, developing enduring understandings, and ensuring quality summative assessments.

Strategy Implementation Activity 1.2.1 Implement evidence-based interventions that strengthen student engagement and ownership to accelerate learning
1. By June 2022, the District will have provided appropriate numbers of students individual instrumental lessons based on the DCIP.
2. Beginning November 2021, the District will lead the enhancement of Expanded School Year summer and afterschool programming to allow for individualized and differentiated small-group supplemental instruction to address the needs of impacted students, including low-income students, students with disabilities, English language learners, migrant students, students experiencing homelessness and children and youth in foster care by hiring teachers, paraprofessionals, monitors, clerical staff, nurses, social workers, security, and administrators.

3. Beginning November 2021, Academic Standards Facilitators (ASFs) at the District level will monitor and collect data for the Expanded School Year summer and afterschool program and act as liaisons for program leads.
4. Beginning November 2021, the District will provide transportation for the Expanded School Year Programs to support individualized and small group instruction.
5. By November 2021, the Office of Curriculum and Instruction will partner with providers to support curriculum and professional development for Expanded School Year programs in order to support individualized and small group instruction.
6. By June 2022, the District will expand Science, Technology, Engineering, and Math (STEM) programming in partnership with agencies such as STEM 21 to create District partnerships with community agencies, map curriculum, and expand graduation pathways. The District will design model secondary science labs for inquiry-based investigations for chemistry, physics, biology, aquatics, astronomy, earth science and Integrated Physics and Chemistry.

Strategy Implementation Activity 1.2.2 Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades
1. Beginning September 2021, the District will administer four cycles of the Renaissance Star Early Literacy, Reading and Math, the district-wide universal screener and benchmark assessment for K-8 students.
2. Beginning September 2021, the District will monitor building-level multi-tiered system of support for academics (Curriculum Development and Refinement Committee, RTI2 Committee and Leadership in Action Network), attendance (Attendance Task Force and Leadership in Action Network), and social emotional learning (RTI2 Committee and Leadership in Action Network).
3. Beginning October 2021, monitor the implementation and impact of school comprehensive education plans through district walkthroughs.

Strategy Implementation Activity 3.1.1 Provide ongoing professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners.
1. By July 2022, the District will have completed a review of English language learner programming, developed recommendations for improvement, created a timeline for implementing the recommendations, and by October 2022 begun implementing the recommendation in accordance with the timeline.
2. Beginning August 2021, building level Academic Standards Facilitators will use Frontline Professional Growth Platform to calendar, organize. and manage professional development activities.

Strategy Implementation Activity 3.2.1 Facilitate necessary modifications to the Learning Walk Tool and School Support Visits, monitor their implementation, and analyze data collection to support building leaders in the

development/identification/assignment of professional learning for all teachers targeted to support improved teacher practice and student engagement.

1. Beginning October 2021, conduct District led learning walks (instructional walks) in each building using the Learning Walk Tool. The buildings are aware of the process.
2. Beginning October 2021, schedule and calendar consistent Principal Meetings, Assistant Principal Meetings, and Academic Standards Facilitator Meetings

Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships
1. Monthly, the District Master Scheduler will share the progress of supports given to all K-12 buildings in the completion of timed activities in the Master Scheduling Handbook.

Strategy Implementation Activity 4.1.1 Establish a system that incorporates formative, interim, and summative assessments on student performance to provide meaningful and interpretable data for responsible instructional decision-making.
1. By September 2021, the District will introduce a data-driven process aligned to current practices and protocols to build educator assessment literacy.

Strategy Implementation Activity 4.2.4 Ensure that all students have equitable access to resources to better support schools
1. By October 2021, the District will gather input from building administrators and staff in each school to identify necessary equipment and uniforms to purchase in support of physical education, music, art and health education curriculum and athletic programs.

Goal 3: High School Graduation and Readiness for College and Careers

Measurable Objective 3.1: By August 2025, increase student readiness at the end of key transition grades.

Trend Data and Annual Targets:

Early Literacy and Foundational Reading Skills Development	Trend Data[6] (Percentage)						Annual Targets (Percentage)			
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025

[6]* Data retrieved from Renaissance Star Longitudinal Report

Kindergarteners At/Above Benchmark	--	--	49	53	--	--	57	61	65	69

Grade 3 Students on Track for Success	Trend Data[7] (Percentage)	Annual Targets (Percentage)

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
3rd graders meeting or exceeding state standards in ELA	20	25	29	36	--	--	48	53.6	56.9	62.9
3rd graders meeting or exceeding state standards in Math	17	31	32	35	--	--	44	47.8	52	56

Grade 6 Students Academic Readiness for Middle School	Trend Data[8] (Percentage)	Annual Targets (Percentage)

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
6th graders meeting or exceeding state standards in ELA	24	18	38	32	--	--	48	41	56	57
6th graders meeting or exceeding state standards in Math	20	21	26	25	--	--	28	29	31	32

Grade 8 Students Academic Readiness for High School	Trend Data[9] (Percentage)	Annual Targets (Percentage)

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
8th graders meeting or exceeding state standards in ELA	27	27	31	30	--	--	32	33	34	35
8th graders meeting or exceeding state standards in Math	9	7	14	12	--	--	17	18	20	21

High School Students on Track for Graduation	Trend Data[10] (Percentage)	Annual Targets (Percentage)

[7] Data retrieved from Renaissance
[8] Data retrieved from NYSED.
[9] Data retrieved from NYSED.
[10] Data retrieved from NYSED and ERCSD Student Information System

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Students who by the end of Grade 9 have earned at least 5 credits & passed all core subject areas	61	57	65	77	--	--	98	98	99	100
Students by the end of Grade 10 who have earned at least 11 credits & passed at least 3 Regents courses	33	21	26	46	--	--	58	64	70	75
Students who by the end of Grade11 have earned at least 16 credits & passed at least 5 Regents courses	43	46	37	36	--	--	50	55	60	65

Improvement Strategies:

Strategy Implementation Activity 1.2.2 Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades.

1. Beginning September 2021, the District will monitor building-level multi-tiered system of support around academics (Curriculum Development and Refinement Committee, RTI2 Committee and Leadership in Action Network), attendance (Attendance Task Force and Leadership in Action Network), and social emotional learning (RTI2 Committee and Leadership in Action Network).
2. Beginning October 2021, monitor the implementation and impact of school comprehensive education plans through building and district walkthroughs.

Strategy Implementation Activity 1.2.3 Operationalize structures and systems to continuously monitor progress of grade 7-12 students on track for on-time graduation.

1. By October 2021, the District will review school-sourced data to monitor student progress towards on-time graduation inclusive of Final Five Graduation Dashboard and Cohort information.
2. Beginning September 2021, the District will monitor the implementation and progress of partner academic, vocational, and social emotional programs to measure intended against actualized student outcomes.

B. Special Education

Evaluative services (on an as-needed basis) are provided for students struggling academically, socially, and behaviorally to help ascertain eligibility for special education services. For students who are not eligible for special education (IEP) services, building-level support services and 504 services are also available (these services are annotated with an asterisk in the list below). These services include:

- Special class (Ratios: 8:1:2, 12:1:4, 12:1:2, 12:1:1, 15:1)
- Integrated co-taught classes (K-12)
- Resource room / consultant teacher*
- Speech/language therapy
- Occupational therapy
- Physical therapy
- Teacher of the visually impaired
- Teacher of the deaf
- Psychological counseling
- Parent training
- Consultant audiology services
- Assistive Technology Behavior Intervention supported by Behavior Certified Behavior Analysts (BCBAs)

At the high school level, the District is focused on improving the graduation rate for all students and is carefully tracking the progress of every student towards graduation. The District's new schedule with a single universal lunch period for all students provides more time for students to receive extra help or take electives.

Goal 1: Success in the Early Years

Measurable Objective 1.2: By June 2025, increase the percentage of students in the least restrictive environment utilizing a 3-tiered system of support before referral, resulting in an average classification rate of 14% District-wide and proportional placements of classified students in special education settings within and out of district.

Trend Data and Annual Targets:

Special Education Classification	Trend Data[11] (Percentage)	Annual Targets

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
District-wide Special Education Classification Rate	19.1	17.1	17.1	16.7	15.6	15.1	14.8	14.5	14.3	14

Student Referrals	Trend Data[12]

[11] Data retrieved from ERCSD Student Information System and Frontline IEP Data System
[12] Data retrieved from ERCSD CSE Meeting Logs

Number (Counts)	2016	2017	2018	2019	2020	2021
Total Number In-District K-3 Initial Referrals to CSE	134	70	82	69	45	

Out of District Placements	Trend Data[13]

Number (Counts)	2016	2017	2018	2019	2020	2021
Total Number of White Students Placed Out of District	--	102	91	84	72	
Total Number Out-of-District Special Education Placements	283	261	243	216	200	180

Improvement Strategies:

Strategy Implementation Activity 1.1.1 Review and refine the instructional program to ensure that it provides *guaranteed and viable curriculum, assessments, and materials* reflective of the Culturally Responsive-Sustaining Framework (Curriculum).

1. By October 2021, the District shall hire 5 content area District leaders (e.g., Academic Standards Facilitators), specifically in English, math, social studies, science, physical education (PE), health education (HE), and education of students with disabilities, to facilitate the evaluation, development, refinement, and delivery of a guaranteed and viable curriculum across the District that complies with State Education Department learning standards.
2. By January 2022, the District shall establish and implement a schedule for the periodic identification of classroom instructional materials for replacement and shall upon purchase of new materials estimate the anticipated date at which such materials shall need to be replaced.

Strategy Implementation Activity 1.1.2 Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention).

1. Beginning October 2021, the Office of Student Support Services will coordinate professional development on Orton-Gillingham intervention strategies (60 teachers/year) for K-6 teachers and leaders to strengthen pedagogical understanding regarding the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and leveraging instructional time to address literacy skills.

[13] Data retrieved from NYSED Disproportionality Report and Frontline IEP Data System

2. By November 2021, the Office of Curriculum and Instruction along with the Office of Student Support Services will establish a district-wide Response to Instruction and Intervention problem solving committee composed of a multidisciplinary group of educators with representation from each school to create and facilitate the implementation of a district-wide RTI2 plan. .
3. By November 2021, the District shall have hired, trained, and deployed interventionists, who to the greatest extent possible shall have specialized certification in ENL and special education, to address reading (3) and math (11) learning in K-8 schools, seeking individuals.
4. By December 2022, building leaders will have purchased classroom libraries (digital and print) to support targeted reading interventions and student independent reading of diverse high interest texts, inclusive of texts and dictionaries to support students with interrupted formal education (SIFE).

Strategy Implementation Activity 3.1.1 Provide ongoing professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners.
1. By July 2022, the District will have completed a review of English language learner programming, developed recommendations for improvement, created a timeline for implementing the recommendations, and by October 2022 begun implementing the recommendation in accordance with the timeline.
2. Beginning July 2021, the District will strengthen its partnership with the local Teacher Center to support differentiated professional development and teacher certification to expand work with students with disabilities and ELLs.

C. English Language Learners

Goal 1: Success in the Early Years

Measurable Objective 1.3: By June 2025, increase the percentage of English Language Learners demonstrating growth in acquisition of English language skills by increasing the number of ELLs at the Transitioning, the Expanding and the Commanding levels.

Trend Data and Annual Targets:

Kindergarten to Grade 2 NYSESLAT	Trend Data[14] (Percentage)	Annual Targets

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Entering	14	11	8	15	--		16	11	8	5
Emerging	32	31	25	23	--		11	10	7	4
Transitioning	22	29	30	27	--		31	33	35	37
Expanding	29	23	28	28	--		32	34	36	38
Commanding	2	5	9	6	--		10	12	14	16

Improvement Strategies:

Strategy Implementation Activity 1.1.2 Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention).
1. By December 2022, building leaders will have purchased 10 classroom libraries (digital and print) to support targeted reading interventions and student independent reading of diverse high interest texts, inclusive of texts and dictionaries to support students with interrupted formal education (SIFE).

Strategy Implementation Activity 3.1.1 Provide ongoing professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners.
1. By July 2022, the District will have completed a review of English language learner programming, developed recommendations for improvement, created a timeline for implementing the recommendations, and by October 2022 begun implementing the recommendation in accordance with the timeline.
2. Beginning July 2021, the District will work more collaboratively with the local Teacher Center to support differentiated professional development and teacher certification to expand work with students with disabilities and ELLs.
3. Beginning October 2022, based on the DCIP the appropriate number of teachers and building and District leaders will have received PD on targeted strategies to improve the academic outcomes for English Language Learners through on-going

[14] Data retrieved from NYSED

data analysis and site visits, and respondents shall have rated the PD effective in terms of usefulness.

D. Accountability

Goal 5: High School Graduation and Readiness for College and Careers

Measurable Objective 5.2: By August 2025, increase the graduation rate.

Trend Data and Annual Targets:

High School Students Graduating	Trend Data[15] (Percentage)						Annual Targets (Percentage)			
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
4-Year August Graduation Rate										
All	67	59	60	65	65		69	71	75	77
Asian or Native Hawaiian/Other Pacific Islander	89	88	88	83	83		90	92	93	95
Black or African American	75	77	75	81	80		85	88	89	92
Economically Disadvantaged	66	65	60	65	65		73	75	78	80
English Language Learners	8	6	17	26	25		48	50	62	65
Hispanic or Latino	55	40	47	53	53		65	68	72	76
Students with Disabilities	--	--	--	--	--		--	--	--	--
White	55	45	50	58	58		63	65	67	69
5-Year August Graduation Rate										
Asian or Native Hawaiian/Other Pacific Islander	72	74	70	65	65		76	77	78	82
Black or African American	91	89	89	90	90		92	93	94	95

[15] Data retrieved from data.nysed.gov

Economically Disadvantaged	76	80	80	80	80		82	83	84	86
English Language Learners	75	74	74	67	67		69	72	74	75
Hispanic or Latino	35	46	46	26	26		40	45	50	60
Students with Disabilities	60	67	67	53	53		59	62	65	70
White	--	--	--	--	--		--	--	--	--

Improvement Strategies:

Strategy Implementation Activity 1.2.1 Implement evidence-based interventions that strengthen student engagement and ownership to accelerate learning.

1. By September 2021, the Office of Curriculum and Instruction shall make recommendations to the Superintendent on ways to increase flexible in-person and online learning opportunities during the school day and grade 11 & 12 night school options. By June 2022, the District shall begin to implement the recommendation that were approved and by 2025, the District shall fully implement all adopted recommendations.

Strategy Implementation Activity 1.2.3 Operationalize structures and systems to continuously monitor progress of grade 7-12 students on track for on-time graduation.
1. By October 2021, the District will review school sourced data, inclusive of Final Five Graduation Dashboard and Cohort information, to monitor student progress towards on-time graduation.
2. Beginning September 2021, the District will monitor the implementation and progress of partner academic, vocational and social emotional programs to measure intended against actualized student outcomes.

E. Family and Community Engagement

Goal 2: Healthy, Safe, Supported, Engaged, and Challenged

Measurable Objective 2.2: By June 2025, increase family and school relationships.

Trend Data and Annual Targets:

Family Survey	Baseline Data (Percentage)	Annual Targets (Percentage)

	2021	2022	2023	2024	2025
Elementary Students, K-6	To be given				
Secondary Students, 7-12	To be given				

Improvement Strategies:

Strategy Implementation Activity 1.1.5 Maximize use of the K-12 district-wide learning management system to provide a single place for teachers to access, present, and deliver instructional content in an organized manner to guide student learning (Technology).
1. Beginning September 2021, communicate expectation to building leadership for use of the K-12 district-wide learning management system, Schoology, for blended learning and to work fluidly between in-person and remote learning for both synchronous and asynchronous instruction.

Strategy Implementation Activity 2.1.1 Enhance parental engagement in student success through training, collaboration, and communication.
1. Annually, the District will conduct 5 Family University sessions to, as funding allows, provide participants opportunities such as English learning and technology use to increase the participants' ability to provide support for their children. We will include partnerships with local educational agencies such as Rockland Community College.
2. Beginning September 2021, the District will provide interpreters in both Spanish and Haitian Creole at all Family University and virtual sessions to encourage involvement and increase attendance.

Strategy Implementation Activity 2.2.1 Build strong and trusting relationships and family-school partnerships through family and community engagement opportunities.
1. Annually, each teacher for each of his or her students shall schedule at least two parent-teacher conferences to allow for two-way dialog about a student's academic and social-emotional progress and shall conduct the conference in accordance with

district-wide developmentally appropriate protocols to ensure consistency and coherence.
2. Beginning September 2021, school buildings shall hold monthly family and community engagement events, either online or in-person.
3. Annually, the Monitors and District staff will hold one listening session at each school to receive feedback on implementation of the improvement plan,

F. School Climate and Social Emotional Learning

Goal 2: Healthy, Safe, Supported, Engaged, and Challenged

Measurable Objective 2.1: By June 2025, increase the percentage of students and families who feel safe and valued in their school.

Trend Data and Annual Targets:

Student Survey	Trend Data[16] (Percentage)						Annual Targets (Percentage)			
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Elementary Students, K-6	--	--	93.3	84.2	--	--	88	92	96	98
Secondary Students, 7-12	--	--	63.7	62.8	--	--	66	71	78	85

SEL/Climate Survey	Baseline Data	Annual Targets			
Percentage	2021	2022	2023	2024	2025
Elementary Students, K-6	To be given				
Secondary Students, 7-12	To be given				

Equity and Inclusion Survey	Baseline Data (Percentage)	Annual Targets (Percentage)			
	2021	2022	2023	2024	2025
Elementary Students, K-6	To be given				

[16] SY21-22 resume retrieval of data from district-wide survey

	2021	2022	2023	2024	2025
Secondary Students, 7-12	To be given				

Improvement Strategies:

Strategy Implementation Activity 1.1.4 Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials).

1. By May 2022, the District will build personal hygiene kits and school supply starter kits for all students and provide emergency transportation vouchers for students experiencing homelessness and students in foster care.
2. By October 2021, the District will begin to purchase Interactive Boards for blended classroom teaching and learning.

Strategy Implementation Activity 1.2.4 Expand social emotional learning curriculum to include that support adopted restorative practices.

1. By November 2021, collect data to organize district-wide social emotional learning (SEL) themes aligned to New York State's social-emotional development and learning benchmarks to create a sustained focus through all grade-level classrooms and schools for improved classroom, school and district connectedness around student and staff well-being
2. Beginning August 2021, establish a district-wide approach to mindfulness to support students and staff K-12, including teachers, administrators, security staff and district leaders.
3. By October 2021, the District will deploy seven social workers to support building level plans for student and family social-emotional needs.
4. By October 2021, the District will partner with an organization to provide professional development for staff, students, families around restorative practices and culturally relevant engagement and response to student need. By June 2023, the District will complete work with a partner organization that results in adoption by the Board of an updated District Code of Conduct and related policies.
5. By November 2021, the Office of Student Support Services will hire advisors based on the budget to support implementation of restorative practices and culturally relevant responses to student needs. These activities address the unique needs of low-income students; students with disabilities; English learners; racial and ethnic minorities; students experiencing homelessness; and children and youth in foster care, including outreach and service delivery.

6. By January 2022, the District will purchase social emotional learning curriculum for grades K-6 to assist educators in teaching students to recognize, report, and refuse to place themselves in unsafe situations.

Strategy Implementation Activity 1.3.1 Ensure that all students have access to technology-based devices to facilitate blended learning in classrooms.
1. Annually in May, the District will review its device inventory and purchase such number of Chromebooks as necessary to maintain the "1:1 Chromebook for Kids initiative."
2. By September 2021, the District shall communicate to building-level Distribution Teams charged with managing device distribution the District's expectations that the Teams adhere to common protocols, such as inputting data related to distribution, inventory, and monitoring of individual devices for all students and staff.

Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships.
1. By February 2022, the Office of Student Support Services will establish a Peer Academic Support Network, a student member group led by an advisor to facilitate regular and substantive interactions resulting in a library of created and curated video tutorials and peer academic supports for each school.
2. Beginning September 2021, the Superintendent will schedule and hold ongoing Superintendent Circles monthly with student leadership and community members.
3. Beginning September 2021, the Office of Curriculum and Instruction will monitor ongoing K-12 mentorship programs and opportunities for students and share results with administrators.

Strategy Implementation Activity 4.2.3 Provide all students access to a safe and inclusive learning environment.
1. By September 2021, the District will hire monitors at each school to support extended arrival and dismissal times for students dropped off due to the COVID-19 pandemic.
2. Beginning September 2021, the District will provide remote learning options through partner agencies (e.g., BOCES) to students whose parents prefer their children remain home in light of the COVID-19 pandemic and who meet the criteria for receiving remote instruction.

Goal 3: Motivated, Confident, Empowered Critical Thinkers

Measurable Objective 3.1: By June 2025, increase the percentage of students cognitively engaged during classroom instruction by focusing on increasing average daily attendance, reducing K-12 chronic absenteeism to less than 10% and by reducing K-12 out-of-school suspensions to 1% or less for all subgroups.

Trend Data and Annual Targets:

Kindergarten to Grade 12 Average Daily Attendance	Trend Data[17] (Percentage)	Annual Targets

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	93.4	93	92.5	92.2	91.5	82.6	91	92	93	95
Kindergarten	92.5	91.9	91.8	92.1	90.1	81.9	90	92	93	95
Grade 1	94.3	93.5	93.4	93.3	92.3	83.6	92	93	94	95
Grade 2	95	93.9	94	94.1	92.8	86.7	92	94	94	95
Grade 3	95.3	94.7	94	94.7	93.7	87.2	93	94	95	95
Grade 4	95.9	95	94.9	94.7	93.8	86.8	93	94	95	95
Grade 5	95.6	95.2	94.7	95.1	93.7	88.7	93	95	95	95
Grade 6	95.6	95.3	95.1	95.1	94	87.9	94	95	95	95
Grade 7	95.2	95.5	95.4	95.1	94.6	88.5	94	95	95	95
Grade 8	95.8	95.2	95.6	94.8	94.3	85.5	94	95	95	95
Grade 9	91.9	91.9	88.7	87.4	88.2	74.5	88	88	91	95
Grade 10	90.8	89.8	88.5	86	87.5	68.7	87	87	89	95
Grade 11	91.5	91	90.4	88.4	87.4	74.9	87	88	91	95
Grade 12	91	91.4	90.5	89.3	88.9	76.9	88	89	91	95
Ungraded (K-6)	90.7	89.4	90.4	91.5	89.4	81.2	89	91	92	95
Upgrade (7-12)	90.8	91.5	90.7	91.9	92.7	87.2	92	92	93	95

[17] Data retrieved from ERCSD Student Information System. 2020 Semester 2 was remote. Semester 1 data provided.

Kindergarten to Grade 12 Chronic Absenteeism	Trend Data[18] (Percentage)	Annual Targets (Percentage)

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	14	23	29	25	26	--	21	18	15	10
Asian or Native Hawaiian/Other Pacific Islander	16	21	15	17	17	--	12	10	6	5
Black or African American	10	16	12	17	17	--	12	10	8	5
Economically Disadvantaged	14	23	20	24	26	--	20	18	14	10
English Language Learners	18	29	24	33	34	--	26	23	19	15
Hispanic or Latino	16	27	22	29	30	--	24	21	19	12
Students with Disabilities	17	25	22	24	28	--	19	17	15	10
Multiracial	--	--	--	--	--	--	--	--	--	--
White	27	35	28	25	30	--	22	20	18	11

Kindergarten to Grade 12 Out-of-School Suspensions	Trend Data[19] (Percentage)	Annual Targets (Percentage)

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	2.8	1.5	1.9	2	1.6	--	1.3	1.0	.75	0
Asian or Native Hawaiian/Other Pacific Islander	0.5	0.5	1.8	0.9	0.3	--	0.5	.44	.39	0
Black or African American	5	2.5	3.2	3.7	2.4	--	3.3	2.8	2.4	1
Economically Disadvantaged	NA	NA	NA	2.4	1.9	--	1.2	.8	.6	0
English Language Learners	1.7	0.5	0.4	1.8	2	--	1.8	1.6	1.3	1
Hispanic or Latino	1.7	0.9	1.1	1.7	1.7	--	1.4	1.3	1.2	1
Students with Disabilities	0.6	1.7	1.4	4.1	3.4	--	2.6	2.2	1.6	1
White	0.6	0.3	0.9	0.4	0.1	--	.1	.5	.3	0

[18] Data retrieved from ERCSD Student Information System

[19] Data retrieved from ERCSD Student Information System

Improvement Strategies:

Strategy Implementation Activity 1.2.2 Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades.
1. Beginning September 2021, the District will monitor building-level multi-tiered system of support around academics (Curriculum Development and Refinement Committee, RTI2 Committee and Leadership in Action Network), attendance (Attendance Task Force and Leadership in Action Network), and social emotional learning (RTI2 Committee and Leadership in Action Network). Trend data will be analyzed and program adjustments made as appropriate.
2. Beginning October 2021, the District will monitor the implementation and impact of school comprehensive education plans.

Strategy Implementation Activity 1.3.1 Ensure that all students have access to technology-based devices to facilitate blended learning in classrooms.
1. Annually in May, the District will review its device inventory and purchase such number of Chromebooks as necessary to maintain the "1:1 Chromebook for Kids initiative."
2. By September 2021, the District shall communicate to the building-level Distribution Team charged with managing device distribution the District's expectations that the Teams adhere to common protocols, such as inputting data related to distribution, inventory, and monitoring of individual devices for all students and staff.

Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships.
1. By September 2021, the Office of Student Programs, Assessment, and Evaluations will clarify the role of the District-level Attendance Task Force in monitoring and supporting building systems of interventions for student attendance.

Strategy Implementation Activity 4.2.3 Provide all students access to a safe and inclusive learning environment
1. By September 2021, the District will hire monitors at each school to support extended arrival and dismissal times for students dropped off due to COVID-19 pandemic.

G. Human Capital

Goal: Teacher Recruitment

Measurable Objective: Beginning October 2021, personnel will implement practices to reduce the number of days from teacher vacancy to hiring.

Improvement Strategies:

Strategy Implementation Activity 4.2.1 Stabilize a diverse and qualified educator workforce by clarifying roles and responsibilities.

1. Beginning October 2021, the Office of Personnel will conduct the initial resume screening of applicants and provide resumes of qualified candidates to principals. Principals will use the District provided protocols to streamline the hiring process.

Goal: Teacher Retention

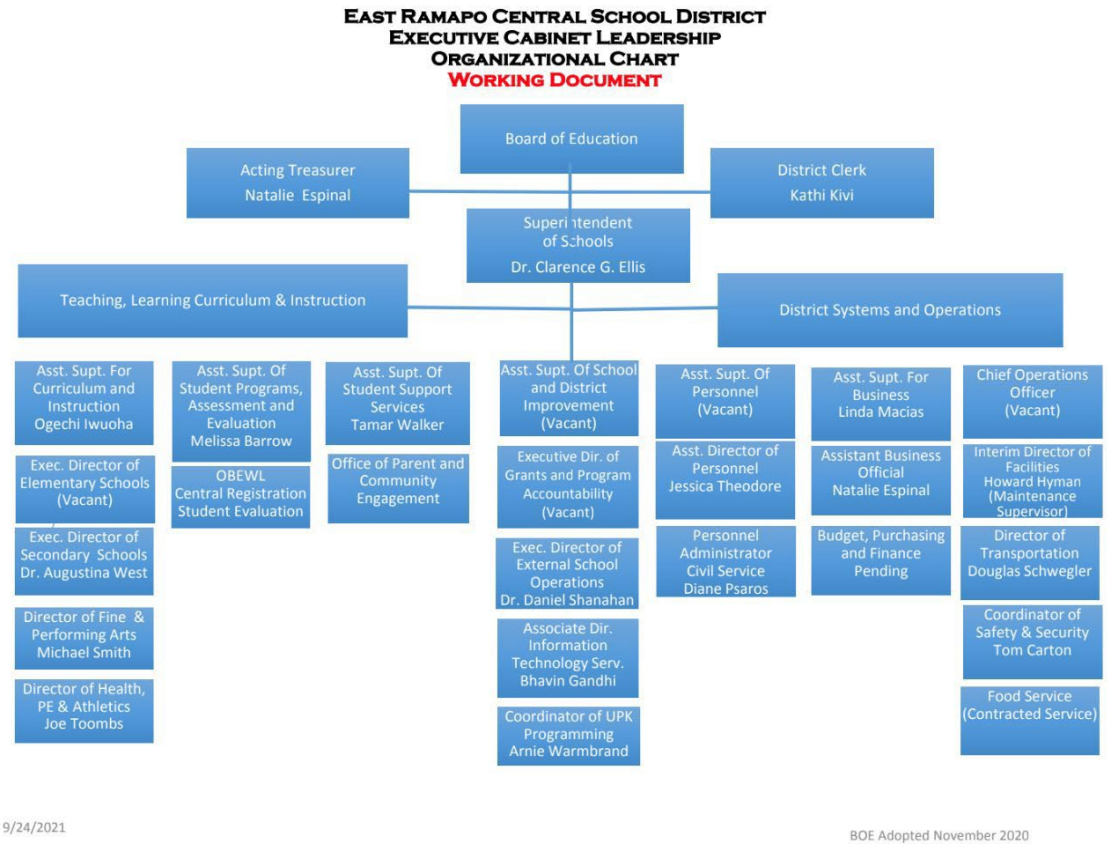
Measurable Objective: By July 2022, decrease the percentage of teachers resigning as compared to the previous year.

Improvement Strategies:

Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships
1. Beginning September 2021, the District will provide ongoing training on career development and readiness for advancement opportunities to newly employed staff, and respondents will rate the training effective in increasing the likelihood of their remaining in the District.

H. Organizational Structure

During the 2020-21 school year the previous superintendent revised the District organizational chart after conducting “soft audits” in. all areas of operations. The information from those audits was the basis of the reorganization to capitalize on and revise operations in the District office. In addition, the reorganization was designed to repurpose District Office positions, reorganize for maximum effectiveness, and result in a Board approved organizational chart.



The District organizational chart must be revisited during 2021-2022 school year by the current superintendent to align with this updated Plan, so District offices are more clearly linked with targets in the Plan.

Goal: Internal Management

Measurable Objective: The District will revisit the organizational charts to communicate an internal structure with clear distinctions of roles and responsibilities.

Improvement Strategies:
Strategy Implementation Activity 4.2.1 Stabilize a diverse and qualified educator workforce by clarifying roles and responsibilities

1. By November 2021, the District will revise as appropriate the District and school level organizational charts to reflect accurately the instructional roles and responsibilities of leadership.
2. By November 2021, the District with building administrators will generate a contact sheet to further clarify roles, responsibilities, and relationships of staff to contact at various levels of need.

X. Fiscal Plan: Long-Term Fiscal Goals, Measurable Objectives, Improvement Strategies

Overview

At the time that this Long Term Academic and Fiscal Plan was written, the June 30, 2021, end year financial statements had not been finalized. The ERSCD has hired Book Smart Accounting, CPA, to assist with financial year end close out. As school districts operate on a continuous fiscal cycle, July 1 through June 30 annually, the year-end audit is a summary of all financial transactions during the prior year, financial highlights, plus management critiques to improve financial accountability. The year-end audit confirms total revenues and total expenditures and includes the year-end fund balance.

The year-end close out of all financial records will allow the External Auditors, R.S. Abrams, to complete the Financial Statement for the period ending June 30, 2021.

Due to staffing shortages in the Business Office and financial issues uncovered during the course of the 2021-22 school year, the District will be unable to submit the required Financial Statements to the NYSED by the October 15, 2021, deadline. It is anticipated that the Financial Statements will be approved at the December 2021 Board meeting and then submitted to the NYSED. Once finalized, the June 30, 2021, Financial Statements will be appended to this Plan. The District must track spending with fidelity; otherwise, the District again might overspend and continue the cycle of fiscal stress/crises. It is essential that the Financial Statements are rectified and reconciled on a regular, at minimum monthly, basis. Under normal circumstances (i.e., absent Stimulus funding) this delay would likely result in increased borrowing costs for the District. Payroll and other expenditure rectifications should obviously be done on a more frequent basis.

All Financial Audit reports (e.g., external, internal, claims, New York State Comptroller, NYSED, Federal), must be posted on the District website to enhance transparency for the community. This will allow ease of access for the community to review noted improvements and the management response as is required.

It must be noted that had the District not secured $36.1 million in the three cash borrowings listed below, the District would have ended the 2020-21 school year with a significant deficit:

- $8.8 Million Budget note
- $12.3 Million Deficiency note
- $15 Million Revenue Anticipation Note

The projected June 30, 2021, year end fund balance is $45 million, as a result of the District needing to spend less of the borrowing than had originally been projected.

As noted above, the three borrowings occurred during the 2020-2021 school year. The three cash borrowings are due to be repaid by June 30, 2022. The District projects that it will receive sufficient State Aid during the 2021-22 School Year to pay off all borrowings. The debt service interest payments have been budgeted in the 2021-22 school year budget. The $22.5 million CARES application (2020-21) received NYSED approval, and the initial 20% payment was received by the District during July 2021.

A. Budget Development

Chapter 173 of the Laws of 2021 requires that the ERSCD develop its proposed budget in accordance with specific steps and timelines. The Board must annually submit its proposed budget for the next school year to the Monitors by March 1. The proposed budget submitted to the Monitors must, to the greatest extent possible, be consistent with the Plan and expand opportunities for students in areas such as extracurricular activities, course offerings, non-mandated support services, non-mandated art and music classes, programs and services for English language learners and students with disabilities, and maintenance of class sizes. The Monitors must review the proposed budget to ensure it is balanced within the context of revenue and expenditure estimates and mandated programs and present their findings to the Board and the Commissioner no later than 45 days prior to the budget vote. The Commissioner shall require the Board to adjust the budget consistent with the recommendations of the Monitors to the extent that the Commissioner determines such adjustments are necessary to align the proposed budget with the provisions of the Plan. At least seven days prior to the budget vote, the District shall make available on its website the initial proposed budget, the Monitors' finding and recommendations, and the proposed final budget.

The 2021-22 school year budget contains Federal Stimulus Aid, including $22.5 million in funding from the Coronavirus Aid, Relief, and Economic Security Act (CARES); $66.7 million in funding from the Coronavirus Response and Relief Supplemental Appropriations Act (CCRSA); and nearly $150 million in American Rescue Plan (ARP) funding. The approved 2021-22 school year budget is reasonable in that the estimated revenues equal estimated expenditures. However, while the total budget is balanced, the District is relying on one-time federal stimulus aid to fund regular teacher salaries, which are recurring costs the District will have after the federal aid is no longer available. The Stimulus Funding are one-shot revenue sources, not long-term sustainable

sources of revenue; absent additional recurring revenue, substantial expenditure reductions will be necessary to structurally balance budgets over the next three to four years.

One of the greatest challenges facing the District is to avoid, to the maximum extent possible, using one-time revenues, particularly Federal Stimulus aid, to finance day-to-day operations or recurring costs. To ensure structurally balanced budgets, one-time revenues should be utilized for one-time expenditures, such as capital improvements. Assigned fund balance should be used to lower the succeeding year tax levy and remaining fund balance/reserves should be used to strengthen the financial position of the District.

Significant factors in the development of the 2022-23 school year budget will be the impact of contract settlements with any of the District's nine collective bargaining units as well as the successor contracts to the 48 transportation contracts that expired by the end of the 2020-21 school year.

Goal: Voters adopt annually a budget that is balanced within the context of projected revenues and expenditures, provides sufficient resources for mandated services, and supports improvements in student outcomes.

Measurable Objectives:

1. Each year, each stage in the budget process shall be completed in accordance with the provisions of Chapter 173 of the Laws of 2021. The Monitors shall review and sign off on each step of the Budget process, as outlined in the Budget Development Calendar. All justifications must accompany the expenditure and revenue budget codes. The Monitors must be provided all justifications that aligns with each budget code.
2. Voters shall annually approve a budget that reflects the actual projected growth in district expenses and revenues.
3. The District shall have annual positive year-end fund balances without the need for extraordinary borrowing.
4. The District shall have no Corrective Action Plans imposed on the District for failure to provide mandated services to students with disabilities or English language learners.
5. The budget shall identify opportunities to redirect funds from ineffective and inefficient programming to support increases in extracurricular activities, course offerings, non-mandated support services, non-mandated art and music classes, programs and services for English language learners and students with disabilities, and maintenance of class sizes.

Improvement Strategies:

1. Annually by October 1, the Board shall adopt a Budget Development Calendar that details the due dates for submission of budget documentation such that each phase of the budget process shall be completed timely.
2. Annually by January 1, the Board shall review, and update as appropriate, its budget policies to ensure that they are compliant with applicable laws and regulations.
3. Annually by January 1, District staff shall submit to the Board an analysis of the salary schedules, debt payment schedule, and transportation expenditures necessary to inform development of the proposed budget for the succeeding school year.
4. Annually beginning each November, District staff shall provide the superintendent and the Board monthly with an estimate of the projected June 30 fund balance.
5. Beginning with the development of the 2022-23 proposed budget, the District shall adopt the following policies and practices:
    - The proposed budget shall be based on a strategic examination of current resource use in order to determine the contribution that each investment makes to educational outcomes.
    - The proposed budget shall be based on a review of expenditure trends and projected expenses, as well as local and state revenue projections.
    - Assumptions used to develop the proposed budget shall be stated explicitly in the budget document, including projected increases or decreases in enrollment and trends in expenditure growth.
    - Notes shall be added to the 2022-2023 budget to explain any unusual line-item budget expenditures or revenues. The explanation notes must be completed to align with the proposed 2022-2023 budget. The explanation notes which are to be appended to the 2022-2023 Budget will give the reader further insight to budgetary changes.

- District staff shall be provided written guidance and procedures regarding budgetary objectives and budgetary procedures.
- The budget development process shall be informed by the guidance on budget development that the NYSED provides to the Monitors.
- Within the context of expected revenues, the proposed budget shall allocate the resources needed to implement the academic components of the Plan and be adequate to ensure that all students are able to meet State standards.
- Within the context of expected revenues, the budget shall allocate funds to support increases in extracurricular activities, course offerings, non-mandated support services, non-mandated art and music classes, programs and services for English language learners and students with disabilities, and maintenance of class sizes.
- The proposed budget shall be aligned with the Plan.
- The proposed budget shall take into account external factors that affect the projected tax base and enrollment numbers.

B. Cash Flow Management

The District's projected operating deficit for the 2020-21 fiscal year and the highly fluid fiscal circumstances caused by the pandemic, which has increased District expenses and revenues in some areas while both increasing and decreasing revenues in others, makes it imperative that the District carefully monitor revenues and expenditures and make adjustments to the budget as needed throughout the year as more information becomes available. These adjustments must be made transparently, so that the public and the Monitors are aware of the changes and why they were made. It remains essential that the District continue to monitor planned expenditures while simultaneously ensuring that the District does not enter into numerous and high-cost consultant contracts that were a primary contributing factor to the overspending and under-budgeting that had a deleterious effect on the 2020-2021 Budget and fiscal state of the District.

Goal: The District manages its cash flow so as to ensure that there is sufficient cash on hand to pay current bills and those that are due shortly and that expenditures can be met with minimum reliance on the District's fund balances.

Measurable Objectives:

1. By the close of each month, the District's projections of monthly cash flow needs will be accurate, cross-referenced with revenues, and presented at the Superintendent and Chief Financial Officer's (CFO) Monthly Budget Presentation Update to the Board. This presentation shall also identify by key budget codes any significant changes to budget needs.
2. Beginning immediately, the District shall monitor bi-weekly cash flow and at all times maintain sufficient cash on hand to make timely payment of all expenses.

Improvement Strategies:

1. Beginning September 1, 2021, District staff shall conduct monthly analysis of expected revenues and expenditures to ensure that they remain reasonable. This shall be made available to the Board and public.
2. Beginning no later than October 1, 2021, school leadership and Department leads shall institute the practice of cross referencing line-item expenditures, per department, per budget code to ensure monies to be obligated are aligned with the District's long-term strategic academic goals.
3. Beginning November 1, 2021 and quarterly thereafter, District staff shall provide the Board with quarterly reports (i.e., for the period ending October 1, January 1, April 1, and August 1) that identify any significant changes to projected revenues and/or expenditures and any actions that must be taken by the District and/or Board to address the changes.

C. Reimbursement Claiming Process

The Office of Federal Funds is understaffed. The District needs to fill open positions and hire additional administrative personnel. The District has had a pattern of missing deadlines to apply for Federal funds, which has resulted in the District either having payments delayed or not received at all. The District has also had a pattern of missing deadlines for submitting required reports, again risking delays in payments or forfeiture of funds. The CFO, and as practicable, the Superintendent shall monitor and supervise the Executive Director of Federal Funds (or person in similar title with such responsibilities) and process check Title l, Medicaid, and other related Federal grants to ensure alignment to the scope and purpose of the grants and adherence to submission and reporting timelines.

A Federal Funds consultant has been contracted to assist with the application process to ensure timely submission of all Federal fund grants, but this should be considered a temporary solution. Full-time permanent staff who are experts in grants management must be hired, as soon as possible, so that the past patterns are not carried forward.

The District must also ensure that all available revenue sources are utilized to offset expenditures. This will require training new staff in how to submit invoices for services provided, using such mechanisms as STAC billing and Medicaid.

Goal: The District makes timely claims for all available funds for which it is eligible

Measurable Objectives:

1. Beginning September 30, 2021, the District will submit timely claims for 100% of services for which it is eligible to receive reimbursement from NYSED or (other) school districts.
2. Beginning with claims for aid for the 2022-23 school year, the District receives no notifications from NYSED that an application or report has been submitted late or that the District will not be paid the full award amount for which it is eligible.

Improvement Strategies:

1. By November 30,2021, the District shall complete a study to determine what should be the proper level of personnel and/or contracting needed by the Office of Federal Funds to achieve the Measurable Objectives for which it is responsible. The study should include comparisons to other similar New York State school districts and take into account the need for staffing levels to be sustainable over time.
2. By no later than January 1, 2022, the District shall maintain a fully staffed Office of Federal Funds and have in effect such contracts as have been determined to be needed in accordance with the study of Office needs.

3. By December 2021, Office of Federal Funds staff will receive training so that they are able to conduct any federally supported procurement process in a manner consistent with the Uniform Grants Guidance and the General Municipal Law.
4. Beginning immediately, the District shall implement a process by which new Business Office staff are trained in how to submit invoices for services, STAC billing, and the billing of other school districts that have students enrolled in the District and have received health and welfare services. Beginning October 1, 2021, provision of such training shall be tracked and documented.

D. Expenditure (Internal Controls)

In the Monitors' 2020-21 annual report, the Monitors noted that the District had not adequately addressed the inappropriate use of confirming purchase orders, which has led to a lack of proper purchasing procedures that could result in increased District costs. Confirming purchase orders mean that purchase orders were written after a purchase, not before, as should be standard operating procedure. Confirming purchase orders are appropriate only for use in emergency circumstances that typically happen a few times in a year (e.g., emergency maintenance repairs for buildings and grounds). All other purchases must follow standard operating procedures.

During the 2020-21 school year, confirming purchase orders are noted in each month's claims report, which were presented to the Board at its monthly meetings.

Goal: All District purchases shall be made in accordance with District policy and proper purchasing procedures.

Measurable Objectives:

1. Beginning with the 2021-22 school year, there will be no audit findings pertaining to confirming purchase orders.
2. By January 1, 2022, and each January 1 thereafter, the Monitors will have approved the District's plan for training staff in proper purchasing practices.
3. Beginning June 30, Monitors will receive evidence that all relevant staff members have been trained annually. The CFO shall provide evidence of and artifacts related to the type of professional development provided, such as session sign-in sheets that include titles of the professional development provided, and materials used in the training.

Improvement Strategies:

1. By October 1, 2021, and each year thereafter, the Purchasing Office shall develop and disseminate an annual calendar of services to bid, which shall include date of bid; date of Board approval, and effective date of service.

2. By July 1, 2021, The CFO will ensure that all bid processes and specifications align with operational standards of practice and Government Accounting Standards.
3. By November 1, 2021, the District shall send memos to all departments and buildings leaders that reiterate the District's purchasing guidelines and specify policies relating to the proper and improper use of confirming purchasing orders. These memos shall be provided to all new department staff and building leaders and updated and redistributed annually prior to the start of the new school year.
4. By November 1, 2021, the District shall send memos to all current vendors informing them that if a purchase is made without proof of a purchase order, then the District shall not be obligated to make payment to the vendor. This memo shall be sent to all new prospective vendors and redistributed prior to the start of each school year to all current vendors.
5. By December 1, 2021, and by December 1 each year thereafter, the District shall submit to the Fiscal Monitor a plan for how relevant staff will be trained in appropriate purchasing practices. The plan shall be implemented upon approval by the Monitor, and the District shall provide such documentation as is requested by the Monitors to demonstrate implementation of the plan.
6. By January 1, 2022, the District shall re-adopt a policy by which staff who repeatedly violate District purchasing policies may be held accountable through the District's discipline policy, and, where appropriate, reimburse the District for the purchases using their own funds.
7. Beginning with the 2021-22 school year, the District shall annually review each shared service agreement to determine whether cost savings may be effectuated by having the District provide the service directly.

E. Long Term Planning

For too long, the ERSCD has been "playing from behind." The failure to accurately project current and future expenditures and revenues has led to disruptions in services and higher District expenses. The District must improve its ability to forecast future trends in enrollment, staffing, expenditures, revenues, facility utilization, and borrowing needs by annually creating five-year financial plans that include fund balance analysis.

Goal: All Board decisions are informed by an up-to-date long-term plan that has been developed in accordance with the Office of State Comptroller's multi-year financial planning tool.

Measurable Outcome:

The Board shall annually hold a public meeting to present and receive comment on the District's five-year financial plan, which shall be updated and published following the public hearing.

Improvement Strategies:

1. By February 1, 2022, following the conclusion of the External Auditors Year-End Financial Statement, the District shall review historical trend data and draft a five-year fiscal plan.
2. After adopting the External Audit Report, the Board shall adopt the revised and updated five-year fiscal plan and use it to inform budget development.

F. Organizational Structure and Internal Operations Efficiencies

This past school year has shown the need to ensure Business Office staff are cross-trained on the many facets of Business Office operations and that the Office be adequately staffed. This past school year has also shown the need for the District to upgrade its financial software and integrate it with the software used by the Human Resources Office.

One area where the District would benefit from operational efficiencies is in the annual budget development process. All department and school leaders need to understand their role in the budget development process and the timelines by which they must provide input into the process. Department leaders should be held accountable for the budgets developed for their offices and be prepared to explain any significant increase or decrease in expense and revenue codes for their offices. The Business Office must maintain documentation that explains any significant changes in revenues or expenditures. Should the Business Office fail to do so, it must be held accountable for the failure. The District must increase its use of its website to provide information to the school community in order to increase transparency and accountability to the school community.

The District also needs to continue practices that have been put in place that ensure that there are no redundancies in spending, inclusive of needed supplies and materials, and that increase the alignment of personnel use with student specific programmatic needs.

Goal: The District regularly identifies and implements improvements to management practices, minimizes or reduces operating expenses, and enters into shared service agreements that reduce operating expenses.

Measurable Outcomes:

1. Beginning with the 2021-22 school year, the District shall receive no auditor comments.
2. By January 1, annual reviews shall show that all staffing budget codes are aligned with actual staff.
3. By July 1, 2021, the CFO will ensure New York State Office of State Comptroller and Government Accounting Standards Board (GASB) Accounting Practices and related codes

are up-to-date and used in daily practice. (See https://www.osc.state.ny.us/files/local-government/required-reporting/pdf/school-district-account-codes-added-for-gasb-84.pdf,)

Improvement Strategies:

1. The District shall ensure that all auditor suggestions, concerns, and areas for improvement, are resolved. All noted deficiencies are addressed and cured.
2. By June 30, 2022, the District shall complete an upgrade of the current financial software package. The new financial software package shall be integrated with the systems used by the Human Resources department. The Monitors must be allowed read only access to the new financial and personnel software.
3. By June 30, 2022, the District shall complete training of staff from the Business Office, Human Resource Office, Payroll Office, Benefits Office, Treasurer, Deputy Treasurer, Information Technology staff, all department heads, and all school leaders in the appropriate use of the new financial system. This will allow them to know how to review their budget codes in real time.
4. By September 1, 2021, the District shall create a budget development form that shall be used by Department leaders to input their expenditure requests.
5. By September 1 annually, the Business Office shall provide each office and school leader with explicit instructions regarding their role in the budget development process and the timelines for deliverables. \
6. Beginning September 1, 2022, the District shall implement updated procedures to alert residents of important updates and ensure residents have information with the greatest amount of notice.
7. By March 1, 2023, the District, after engagement with key stakeholders, shall launch a redesigned website designed to provide stakeholders with easier, more transparent access to critical District financial and academic information. The revised website shall be designed to ensure that documents are translated in appropriate languages.

G. Transportation

ERSCD is responsible for busing over 40,000 resident nonpublic school students to their schools, making transportation the largest contractual service in the budget. As the number of resident students enrolled in nonpublic schools has been increasing annually, in some years by as many as 2,000 additional nonpublic school students, additional bus service is required, placing further stress on the District's budget. Public comments on the draft plan makes clear that there is significant support for continuation of the current District transportation policies, and a goal for all school districts is to implement transportation policies that facilitate the ability of students to attend school and arrive on time. Nonetheless, decisions made decades ago to provide all students with universal "door to door" transportation need to be re-examined to determine the implications for the ability of the District to create balanced budgets in future years. It is essential that the transportation student data system is continually updated and revised daily to align with the District student data system. As enrollment changes daily, it is imperative that both systems are aligned.

Transportation Update:

To address opening of school transportation issues, the Board in October 2021 approved two bus contracts. Community Bus added 15 large buses, and Student Bus added 3 large buses. The District has been working with both bus companies to ensure services begin November 1, 2021

The additional 18 buses plus the move to remote instruction at Spring Valley High School will greatly improve transportation efficiency. The remaining transportation issues are being closely monitored (i.e., transmission of e-school student data into VersaTrans transportation software). School Bus Logistics is providing daily updates on the software integration and the impact on transportation services.

The District's recently hired transportation consultant has in his initial week of work saved 6 bus routes. The District is developing contingency plans for transportation services should an alternative site be secured in which to provide in-person instruction to Spring Valley High School students or, as a last resort, when Spring Valley HS students return to in-person instruction in January 2022.

The District is currently in the process of interviewing candidates for Transportation Director. A primary focus for the new director will be to develop long-term strategies for addressing the bus driver shortage.

Goal: The ERCSD shall create a transportation system that is efficient and cost effective and provides all resident students, at minimum, with such services that are mandated by State law.

Measurable Objectives:

1. By Spring 2022, the District shall have entered into new transportation contracts for the 2022-23 school year and five future years that reduce the per pupil cost of transportation compared to the 2021-22 school year, after adjustments for changes in the Consumer Price Index.
2. Beginning immediately, all contracts for pupil transportation, regardless of the school to which the students will be transported, shall be let in compliance with the General Municipal Law and Part 156 of the Commissioner's Regulations, so that they will be eligible for state transportation aid and not be an unaided cost upon the District.
3. By July 1, annually, the Board shall adopt a revised transportation policy that reflects the ability of the District to maintain structurally balanced budgets based on projected revenues and expenditures as informed by the District's five-year transportation cost study.

Improvement Strategies:

1. Beginning January 1, annually, the Transportation Department staff shall receive training from a NYSED-approved source in the procurement and safety rules that apply to transportation contracts.
2. By Fall 2021, the District shall complete a routing efficiency study of current bus routes to ensure maximum cost effective transportation efficiency. Recognizing that all buses are equipped with GPS and/or the District's routing software, Versatrans, which can track and evaluate efficiencies, the District shall include in the routing study assessments of morning and afternoon ridership at each school, seat utilization, and efficacy of pick-up and drop-off times.
3. By Spring 2022, the District shall issue a solicitation of bids for 2022-23 school year transportation contracts that are informed by the results of the routing efficiency study.
4. By February 1, annually, District staff shall submit to the Board a five-year projection of the costs of providing various levels of transportation services:
    a. Transportation as required by State law.
    b. Universal (i.e., door to door) transportation for all students.
    c. Elementary and middle school transportation as required by State law and high school transportation door to door.
    d. High school transportation as required by State law and elementary and middle school transportation door to door.
    e. Other levels as specified by the Board or Monitors.
    f. The study shall at minimum review five years of trend data and take into account projections for enrollments in public and nonpublic schools during the next five years; public school registrant trends, by school and grade level; nonpublic school ridership trends; and expected expenditure costs for each option above.
5. By January 1, annually, the Board shall adopt a revised transportation policy that reflects the ability of the District to maintain structurally balanced budgets based on projected revenues and expenditures as informed by the District's five-year transportation cost study, which shall be incorporated into the five-year financial study.

H. Facilities

The ERSCD has underinvested in its educational facilities, both in terms of ensuring appropriate leadership and supervision of the Office of School Facilities and providing clean, well-maintained, up-to-date facilities for students.

The Facilities office has been without a Director since July 1, 2020, and the District must prioritize filling this position with a qualified professional and ensuring that the office is fully staffed. Upon the hiring of the Director of Facilities, the successful

candidate must assess the current conditions of the buildings and grounds. After the review is completed, the Director must establish measurable objectives to determine progress towards the District goal.

Currently there are issues with the cleanliness and maintenance of school buildings as evidenced by building tours and observations conducted by the Monitors. The Director must provide training for all head/chief custodians that makes clear to them their areas of responsibility.

There is a need to improve supervision of the custodial, maintenance, and grounds staff, as evidenced by lack of cohesive direction given to maintenance and custodial staff. There needs to be enhanced direction provided to building administrators who are responsible for on-site supervision of operational staff.

A replacement schedule should be established for all District equipment to ensure District personnel have usable equipment.

In order to identify health, safety, and security needs as well as needed building enhancements, the District should establish a committee to guide the development of a Capital Improvement Plan. Once the plan has been created, there will be a need to secure voter approval for such long-term debt, or otherwise secure sufficient funding, is required to implement the Plan. As the District places greater emphasis on providing extended learning experiences to students, there is a need to ensure both that adequate space is made available for expanded summer school as well as that external groups that use school facilities are charged fees that reflect the true cost to the District of making these facilities available to external groups.

Facilities Update:

To address the issues at Spring Valley High School, the District has secured the services of Jacobs Construction Manager to support the District with its capital project efforts. The contractor and District staff are working together to create the plan and timeline for remediation work and to secure such approvals from the New York State Education Department as will be necessary to undertake and complete the work.

The Jacobs team has already assisted the District by instructing the Spring Valley High School custodial crew on methods to prepare for the mold and asbestos remediation.

At the November 19, 2021, Board meeting, the superintendent will make a recommendation for appointment of a Director of Facilities, a position that needs to be filled urgently to address the critical facility issues in the District.

The District is continuing to search for potential alternative sites at which to provide in-person instruction to Spring Valley High School students. As of the end of October, a number of sites that on initial review had been thought to have potential have had to be removed from consideration after more detailed feasibility analysis was conducted.

Goal: All students will attend clean, well maintained, and up-to-date schools that appropriately support student learning.

Measurable Objectives:

1. By June 30, 2022, the Office of School Facilities will be fully staffed in accordance with national standards and square footage assignment methodologies (i.e., all budgeted lines will be filled).
2. By June 20, 2022, 100% of school facilities shall receive a quarterly review and will receive ratings of B+ or higher on their facility inspections.
3. By June 30, 2022, the non-code conforming kitchen vent hoods, which were the subject of not only conditional approval of the District's budget for the 2021-20221 school year by then-Interim Commissioner Tahoe, but also an ongoing Corrective Action Plan from NYSED's Office of Facilities Planning, shall be completely addressed during the 2021-22 school year.
4. By January 1, 2022, the District shall fully implement Phase I of its Capital Improvement Plan as defined in the ARPA plan.

Improvement Strategies:

1. By October 31, 2021, the Board shall appoint an appropriately certified Director of Facilities.
2. By December 31, 2021, all budget lines in the Office of School Facilities shall be filled. All subsequent vacancies shall be filled within 60 days.
3. By December 31, 2021, the Director of Facilities shall submit a plan to the superintendent for the supervision of the custodial, maintenance, and grounds staff. Within 30 days of submission, the superintendent shall approve the plan or modify it and return it to the Director of Facilities, who shall begin implementation of the plan immediately upon receiving it from the superintendent.
4. By October 31, 2021, the Director of Facilities shall establish standards, procedures, and a schedule for the regular cleaning and routine maintenance of each District facility, which shall be approved by the Board and the Monitors.
5. By December 31, 2021, the District shall develop or adopt a rubric to be used to conduct quarterly inspections and assign grades to each facility.
6. Beginning November 1, 2021, the District shall conduct for each District facility quarterly inspections and assign grades to each facility based on its adherence to

standards for cleanliness and routine maintenance. A copy of the grades assigned and the rationale for the grades shall be provided to the Board within 30 days of the conclusion of each quarter. Any corrective actions needed shall occur in accordance with the scheduled stipulated in the report.

7. By November 1, 2021, the District shall establish and implement a policy for the issuance of uniforms to all custodial and maintenance staff, which shall include the use, care, cleaning, and replacement of such uniforms.

8. By November 1, 2021, the Board shall appoint members to a committee to develop recommendations for incorporation into the Five-Year Capital Plan. The committee shall issue its report by March 2022, which shall include recommendations regarding whether current District footprint is adequate to meet the needs of current and future students. .

9. By April 1, 2022, a Five-Year Capital Plan shall be submitted to the Board for approval. The Five-Year Capital Plan shall be placed on the ballot for voter approval if alternative sources of funding are not secured.

10. By January 1, 2022, the Board shall adopt a revised policy on the use of school facilities by external groups that ensures that groups are charged fees that reflect the true cost to the District of providing utilities, consumables, labor, security, insurance, and other expense related to the activity.

11. By January 1, 2022, the District shall ensure that space has been made available to meet all the facility needs of the District's 2022 summer school program.

I. Contracting Process

The District has long struggled with the process of contracting (e.g., summer school cleaning), which have not always been properly vetted by the Board; entered into timely; or implemented in accordance with all applicable laws, regulations and/or best practices. This has resulted in instances where the District has overpaid for services while not being able to provide students all the services that they need.

Goal: The Board timely and properly authorizes all contracts, and the District ensures that all contracts are entered into and implemented in accordance with Uniform Grants Guidance and the General Municipal Law; monitors for accuracy of payments; and plans appropriately for any negotiations or renewals.

Measurable Objectives:

1. Beginning with contracts let for the 2022-23 school year, the District conducts all procurements for pupil transportation services in a manner consistent with the General Municipal Law and the Part 156 of Commissioner's regulations so that all available transportation aid may be received. Aid claims will reflect only allowable expenses, but all contracts for home to school busing, having been properly bid, will be eligible for aid. In addition, federal program contracts will be let in a manner

consistent with the Uniform Grants Guidance, and all other appropriate statute and regulations.

Improvement Strategies:

1. Beginning immediately, the District shall prohibit potential vendors from participating in the development of bid solicitations, Request for Proposals, etc., except to the extent that all potential vendors have equal opportunity to participate (e.g., respond to Request for Information; submit questions).
2. By January 1, and in accordance with a timeline established by the Monitors thereafter, Board members shall receive training on the roles and responsibilities of Board members in the contracting process.
3. Beginning October 1, 2021, all expiring professional service contracts, including for legal, banking, accounting, and transportation service, shall be publicly bid at intervals of no more than three years.
4. By July 1, 2022 and annually thereafter, the Purchasing Office shall review all contracts that expire during the next 12 months, including professional contracts, to ensure that pricing reflects current marker costs.

XI. Conclusion

Like almost all school districts throughout the nation, the ERSCD faces very significant challenges as students return to full in-person learning from remote instruction. The District is fortunate to have many dedicated staff and partners who have worked for years to put the District on a path of progress towards improved educational outcomes. There is a foundation upon which good work can be done

The challenges that districts face nationally are exacerbated in ERCSD by a school board that struggles to maintain a laser focus on educational policy; the onboarding of a new superintendent; the realization that many of the District's core support structures, such as transportation and facilities are in need of fundamental overall; a historical pattern of the District underscoring services to public school students; and a community of stakeholders who often have very different understandings of what the role of the District should be. At the same time, the District has been given an unprecedented infusion of financial aid, primarily from Federal stimulus funds, that offers the District an opportunity that must be fully realized to provide students with the educational program that they need and deserve.

ERCSD is currently under fiscal stress. Once Federal Stimulus money is no longer available, the District will face unsustainable budget deficits unless efforts are made to increase revenues (e.g., secure competitive grants, increase user fees for school facilities, increase the tax levy) and/or decrease expenditures (e.g., reduce the cost of contractual

services; change transportation polices) The District must seek the community support necessary to create balanced budgets that provide sufficient levels of resources to be able to support implementation of the academic component of this Plan.

Of all of the improvement strategies identified in this Plan, the following are those that the District will prioritize for the 2021-22 school year:

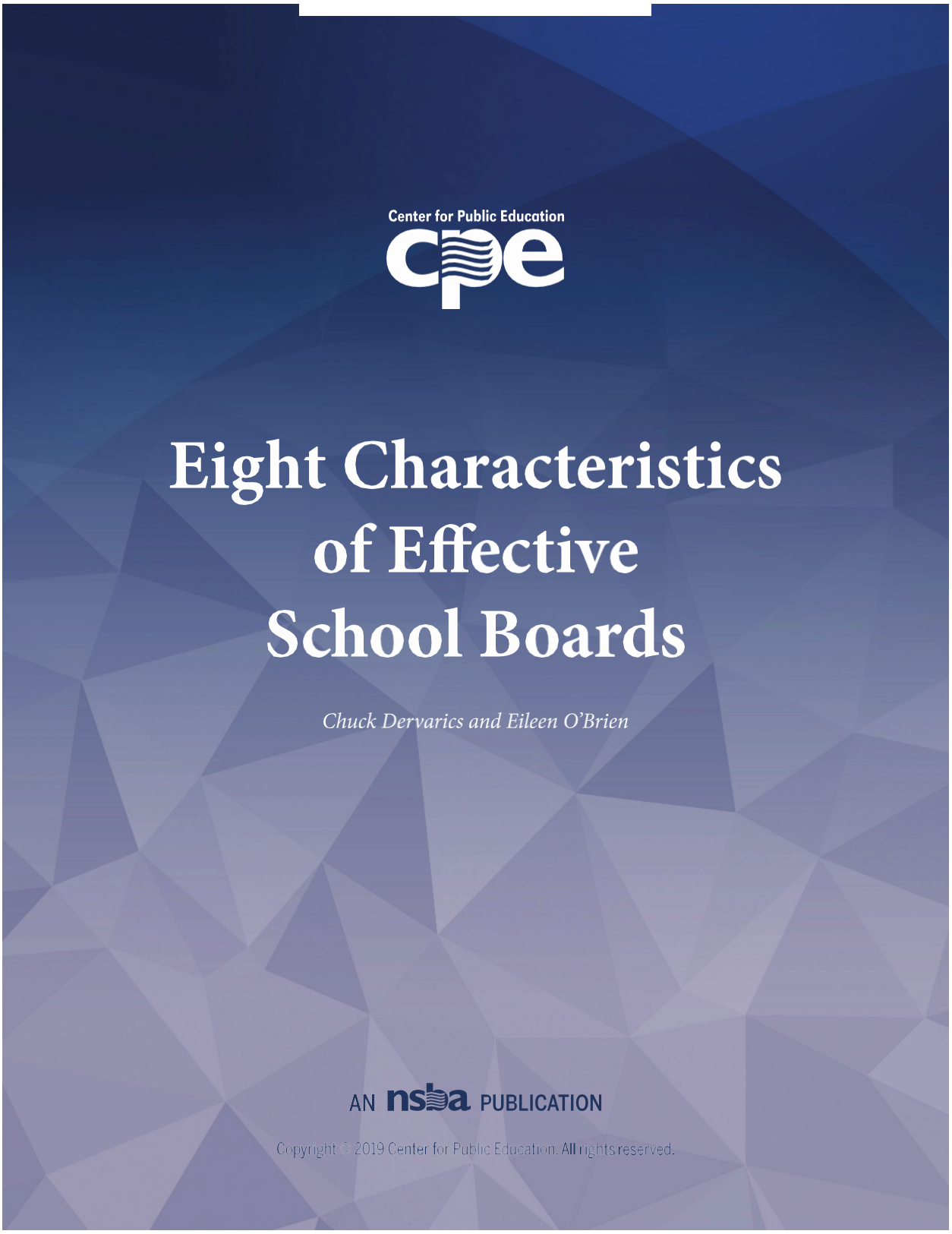
1. The District must constantly monitor to ensure that all funds are administered consistent with the goals, measurable objective and improvement strategies contained in the Plan.

2. The District must identify the steps it needs to take to raise its credit rating, as this will lead to lower borrowing costs. These steps may take years to implement but given that the District needs to embark on a District Facilities Enhancement program, lowering projected borrowing costs will make the Facilities Enhancement Program more affordable. An ancillary benefit to making improvements in the District's buildings and grounds is that it will lead to lower insurance rates. Currently, New York Schools Insurance Reciprocal, (NYSIR) will not insure East Ramapo School District due to the deteriorated conditions of the existing buildings.

3. The District must increase outreach to all stakeholders, both in the public and nonpublic school communities. The newly formed Community Advisory Board may be helpful in facilitating that outreach. The whole community needs to fully understand the importance of supporting public education, which requires adequate funding of programs. Continued failure to secure voter approval for the annual District Budget will exacerbate the challenges faced by the District.

It is said that there is a time and a season for everything. It is likely that members of the community can agree that we want our children to be prepared as adults to live a good life, to live lives of good, and to be able to obtain the goods of life necessary to support themselves and their families. Now is the time for all who are in involved in and concerned about the education of the students who reside in the District to come together and chart a common path forward so that every child in the District will be able to graduate from high school ready to pursue post-secondary education or a career.

Appendix A


Center for Public Education
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Eight Characteristics of Effective School Boards
Chuck Dervarics and Eileen O'Brien
AN nsba PUBLICATION
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APPENDIX B

East Ramapo Central School District:
2020-2025 (Long-Term) Strategic Academic and Fiscal Plan

$1,000,000 Supplemental Special Legislative Grant

The $1,000,000 Special Legislative Grant will be used for

Eight (8) Bi-Lingual Kindergarten Teachers
Salaries and Benefits

APPENDIX C

Assessment of Public Comments on Draft Update to the East Ramapo Long-Term Strategic Academic and Fiscal Improvement Plan

Comment #	Topic	Summary of Comments	Action
1	Community Engagement	There is a need for more listening sessions to be conducted at different locations throughout the Distinct	A new improvement strategy has been added to the plan: "Annually, the Monitors and District staff will hold one listening session at each school to receive feedback on implementation of the improvement plan."
2	School Transpiration	• The District should make no changes to current policies regarding transportation of students. • The Monitors and the State Education Department must take action to require the district to reduce transportation costs as these out-of-control costs jeopardize the district's ability to fulfill the goals of the Academic and Fiscal Improvement Plan.	• The transportation section of the plan now includes the following statement: "Public comments on the draft plan make clear that there is significant support for continuation of the current District transportation policy, and a goal for all school districts is to implement transportation policies that facilitate the ability of students to attend school and arrive on time." • The plan states that "by January 1, annually, the Board shall adopt a revised transportation policy that reflects the ability of the District to maintain structurally balanced budgets based on projected revenues and expenditures as informed by the District's five-year transportation cost study, which shall be incorporated into the five-year financial study."

Comment #	Topic	Summary of Comments	Action
3	Monitor's Authority	The Monitors need to be more aggressive in using their authority to compel the district to address a variety of critical comments.	The Monitors will use their authority when it is determined that the Board or District are in violation of law or regulation or acting inconsistently with the updated improvement plan. No change to the plan required at this time.
4	Statement of assurance	The assurance that allows the District to act inconsistently with the plan with the written consent of the Monitors is contrary to the law and should be removed.	This provision has been removed from the assurance statement.
5	Board Governance	• The Plan should establish standards and goals for Board conduct at School Board meetings including adequate public comment period, sufficient explanation of issues raised by members of the public, appropriate standards on use of executive session and any other strategies to improve the experience of Board meetings. • The Plan should establish objectives for the District in order to improve the communication between the District and the public. • The Plan should require and create goals for the district to increase the amount of information available on the website, translation of such	• The first assurance in the plan to which the district commits to implement is that "The Board shall operate in accordance with the Eight Characteristics of Effective School Board" Operating in this manner will result in increased communication between the Board and the public. The plan also includes an assurance that "The District shall meet all requirements in law and in the Plan in regard to public consultation and engagement, including timely conduct of public hearings, provision of translation services, and translation of documents." • A new improvement strategy has been added that states: "Beginning September 1, 2022, the District shall implement updated procedures to alert residents of important updates and ensures residents have information with the greatest amount of notice." • The improvement strategy that states: "By March 1, 2023, the District, after engagement with key stakeholders, shall launch a redesigned website

Comment #	Topic	Summary of Comments	Action
		documents in appropriate languages, various communication methods to alert residents of important updates and ensuring residents have information with the greatest amount of notice.	designed to provide stakeholders with easier, more transparent access to critical District financial and academic information" now includes the following additional text: "The revised website shall be designed to ensure that documents are translated in appropriate languages." • The plan contains the following improvement strategy: "By July 31 annually, the Board shall adopt the process by which it will conduct a self-evaluation, which shall include providing the public with an opportunity to provide feedback on the performance of the Board."
6	Social Workers and other Support Staff	The Plan should establish goals on the number of social workers based on the need of students in the district using other districts with similar demographics as benchmarks. The plan should provide for an adequate ratio of social workers, counselors, and other trained, professional support staff for student well-being and success	The Plan requires that "By October 2021, the District will deploy seven social workers to support building level plans for student and family social-emotional needs." The monitors will consider establishing goals for the number of social workers and other support staff in their 2022-23 school year update
7	Social Emotional Support	The Plan should evaluate other necessary programming that provides social and emotional support services to students including before and after school programming and in-class support programs to enhance the social/emotional learning environment.	

Comment #	Topic	Summary of Comments	Action
8	Opportunities to participate in sports and extracurricular activities	The Plan should seek to greatly expand the opportunities for students to participate in sports and extra-curricular activities. The Plan should include concrete goals for improving extracurricular offerings and interim objectives to achieving those goal, including explicit means for soliciting feedback from students about the types of extracurriculars they want.	A new measurable goal has been added to the budget development process that states that: "The budget shall identify opportunities to redirect funds from ineffective and inefficient programming to support increases in extracurricular activities, course offerings, non-mandated support services, non-mandated art and music classes, programs and services for English language learners and students with disabilities, and maintenance of class sizes.
9	Class sizes	The Plan should establish benchmarks for class sizes in the various school buildings throughout the district. The district must hire more teachers and aides to support more individualized attention for students. Currently, the Plan indicates that class sizes may need to be evaluated as a means to save money, suggesting that moving to larger class sizes may be a strategy to sustain solvency in the district.	A new sentence has been added to the second of the general fiscal findings "A goal of this evaluation [of class sizes] should be determine the degree to which, consistent with the collective bargaining agreement, teachers can be reassigned to classroom duties in situations where there are large classes within a school on a grade or in a subject." The plan contains numerous improvement strategies that commit the district to hiring more support staff.
10	Community Advisory Board	Language regarding consultation with the Community Advisory Board (CAB)should be corrected.	Language has been added to clarify that the CAB will begin to be involved in the development of the 2022-23 school year annual update and the discussion of the CAB has been moved out of the Plan Development Process section.
11	English language learners	Community members want more services for ESL students.	The plan includes numerous targets for improvement of results for English language learners, including an

Comment #	Topic	Summary of Comments	Action
		Suggestions were made to Improve services to ELL's by: • Adding measurable objectives related to raising the engagement level, grades, or graduation rate of ELLs. Consider restoring • Expanding the Community Outreach program by hiring credible community messengers to build relationships with those families and connect them to services. Require the hiring of a bi- or multilingual liaison to open channels of communication, identify and locate kids who may be unenrolled or chronically absent, ensure district information is translated in a timely manner, and to address specific unmet needs of non-English speaking community members.	extremely aggressive target for improving graduation rates for ELLs. The plan has been revised to contain the following improvement strategy: "By July 2022, the District will have completed a review of English language learner programming, developed recommendations for improvement, created a timeline for implementing the recommendations, and by October 2022 begun implementing the recommendation in accordance with the timeline."
12	Benchmark East Ramapo to other Rockland County School Districts.	Require a systemic examination of program and course offerings, student-to-staff ratios, class sizes, ratio of support staff, and breadth of extracurricular activities in neighboring	The District currently faces challenges unlike those of other Rockland County districts. The District and monitors agree that an aspirational goal for the District is to be able to provide opportunities to learn that equal or exceed those of other school districts in the county and will consider in

Comment #	Topic	Summary of Comments	Action
		districts to set meaningful benchmarks for ERCSD. We recommend this goal (ensuring that all students have access to the courses needed to graduate on time) be developed in comparison to other Rockland County districts, to establish relevant benchmarks and offerings. Additionally, the Plan should require the District to act on other resources for providing additional courses including the Rockland BOCES, local community colleges, and online learning.	future uses Rockland County districts to benchmark the services that the District provides to students.
13	Benchmark East Ramapo to other Rockland County School Districts.	Require a systemic examination of program and course offerings, student-to-staff ratios, class sizes, ratio of support staff, and breadth of extracurricular activities in neighboring districts to set meaningful benchmarks for ERCSD. We recommend this goal (ensuring that all students have access to the courses needed to graduate on time) be developed in comparison to other Rockland County districts, to establish relevant benchmarks and offerings. Additionally, the Plan should require the District to act on other resources for providing additional courses including the Rockland BOCES, local community colleges, and online learning.	The District currently faces challenges unlike those of any other Rockland County districts. The District and monitors agree that an aspirational goal for the District is to be able to provide opportunities to learn that equal or exceed those of other school districts in the county and will consider in future benchmarking its performance against other Rockland County districts.

Comment #	Topic	Summary of Comments	Action
14	Instructional Materials	Classroom materials, including textbooks are outdated and in poor condition. We recommend the Plan include goals for updating classroom materials and technology	A new improvement strategy has been added, " By January 2022 the District shall establish and implement a schedule for the periodic identification of classroom instructional materials for replacement and shall upon purchase of new materials estimate the anticipated date at which such materials shall need to be replaced."
15	Culturally Responsive Education	• The goal of completing a "book study" by November 2021 is inadequate. We recommend the following be added to the Plan: a) the formalized inclusion of student voice, including that of ELLs, in the book study and assessment portion of this goal; b) measurable benchmarks that begin to place culturally relevant materials in students' hands this academic year. • This plan only gives lip service to the need for culturally relevant pedagogy. A Culturally Relevant Teaching system would expand on this grassroots activism and incorporate it in the curriculum.	A number of revisions have been made to strengthen the improvement strategies related to implementation of: "Strategy Implementation Activity 1.1.1 Review and refine the instructional program to ensure that it provides *guaranteed and viable curriculum, assessments, and materials* reflective of the Culturally Responsive-Sustaining Framework." The plan also contains a recommendation that "Beginning September 2021, the Superintendent will schedule and hold ongoing Superintendent Circles with student leadership and community members."
16	School facilities	Community Members want school building improvements.	The Plan continues an extensive set of measurable goals and improvement strategies designed to ensure the goal that all students will attend clean, well maintained, and

Comment #	Topic	Summary of Comments	Action
		ERCSD must seriously consider whether its physical footprint is adequate for the current and future needs of its students. The need for extra classroom space is dire, especially in light of the continuing need for social distancing. This plan should require a report on space available and have a plan to accommodate the growing public school enrollment, the need for more small special classes and to reduce class size in general education classes.	up-to-date schools that appropriately support student learning is met. The improvement strategy that states "By November 1, 2021, the Board shall appoint members to a committee to develop recommendations for incorporation into the Five-Year Capital Plan. The committee shall issue its report by March 2022" has been revised to include the following additional statement, "which shall include recommendations regarding whether current District footprint is adequate to meet the needs of current and future students."
17	Special Education Services	• Some nonpublic school parents want special education services to continue and be expanded. In contrast, some advocates for the public schools want the plan to include measures to reduce "unnecessary and educationally unsound expenditures" on inappropriate out of district placements.	• The District is committed to continuing to provide appropriate special education services in accordance with students IEP's. In the last five years the District has made substantial progress in reducing the number of students in out-of-district placements (283 in 2016 versus 160 in 2021)
18	Contracting Process	The Plan should include an analysis of private contracts awarded by the District and a goal to ensure strict adherence to procedural requirements pursuant to both legal and ethical obligations.	The Plan contains as a Measurable Objective that: "Beginning with contracts let for the 2022-23 school year, the District conducts all procurements for pupil transportation services in a manner consistent with the General Municipal Law and the Part 156 of Commissioner's regulations so that all available transportation aid may be received. Aid claims will reflect only allowable expenses, but all contracts for home to school busing, having been properly bid, will be eligible

Comment #	Topic	Summary of Comments	Action
			for aid. In addition, federal program contracts will be let in a manner consistent with the Uniform Grants Guidance, and all other appropriate statute and regulations."
19	Kindergarten and PreK Services	All other Rockland school districts use Child Care Resources of Rockland to administer their pre-k programs. The East Ramapo school board fired Child Care Resources and replaced them with Arnie Warmbrand. This Plan should include public reports on school readiness. The school district used to have staff that did home visits to prospective future kindergartners.	The plan contains annual targets for the percentage of kindergarten students expected to achieve early literacy benchmarks.
20	Afterschool Programs	Community members want afterschool programs and supports for students to address the learning needs.	Extended school years programs are included in the Plan.

APPENDIX D

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
East Ramapo Central School District	Dr. Clarence G. Ellis

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Ensure success in the early years
2	Foster a healthy, safe, supported, engaged, and challenged learning environment
3	Develop motivated, confident, empowered critical thinkers

4	Master academic subjects and the arts
5	Improve high school graduation rates and readiness for college and careers

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?	Ensure success in the early years

Why is this a priority?
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The unprecedented reality of COVID-19 has led to an increased District-wide effort to ensure success in the early years, kindergarten through grade 2. The District recognizes the importance and will work with school communities to create common **curricular experiences** and **instructional practices** that will prepare students for success early on.
	Curricular experiences. We are committed to ensuring that learning experiences and related materials connect to the cultural identities of our students. Learning is relational: Relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging. This is supported by findings from the "How Learning Happens Messaging Framework: A Tool for Communicating about Social, Emotional, and Cognitive Learning" among various schools.
	When completing the Equity Self-Reflection, and during discussions, our school-based teams recognized the need to refine the curriculum to better reflect students' cultural backgrounds and the identity of our community. Student interviews revealed their desire to be engaged in meaningful learning with literature that connects to "real world" issues. Additionally, student interviews also revealed students' desire to continue the use of technology as an instructional tool. The District believes that an immersive approach towards the use of technology in and outside of the classroom will allow students to have ample access to a wide variety of culturally relevant materials and resources.
	
	Instructional practices. Schools within the district have demonstrated readiness to build upon strategies implemented over the years to respond to interventions and instruction. Prior to school closure during the 2019-2020 school year, the district

	continued a focus on the established goal toward clear, high leveled learning in all K-12 classrooms, in the context of an explicit instruction model and five foundational teaching competencies. With the introduction of a new learning modality, remote instruction, the 2020-2021 challenge shifted to translating proven instructional strategies from a distance in the classroom and using video conferencing tools. As a result, considerable classroom instruction was largely teacher directed, with few incidences of differentiated instruction to meet the needs of students. There is a need for the district to continue support of school leaders, ensuring that instructional practices and lessons reflect a tiered approach. The East Ramapo Central School District's Strategic Academic and Fiscal Plan Quarterly Report assesses the key strategies of each quarter in light of their realized level of implementation and their impact on student learning outcomes. Criteria- and norm-referenced assessments were used to progress monitor to inform multi-tiered student support. Quarter 4 Report assessing this strategy shows no meaningful increase in the percentage of Kindergarten through grade 2 students performing above the 25th percentile (with the 25th percentile indicating at-risk and a candidate for intervention) with English Language Learners and Students with Disabilities performance lower than other groups. By Spring 2021, 55% or more of Kindergarteners are expected to be classified at or above Late Emergent Readers scale score of 642, Grade 1 at or above Transitional Reader scale score of 743, and Grade 2 students at or above Probable Reader scale score of 743. Spring 2021, Black/African American (64.44%), and Asian or Native Hawaiian/Other Pacific Islander (90%), Kindergartens met this expectation. However, the percentage of students meeting Star Early Literacy classification benchmark expectations generally decreased from Fall to Winter to Spring across grades and groups. All School Comprehensive Educational Plans speak to collaborative professional learning experiences. "When teachers...engage in dialogue and make sense of data, they develop a much deeper understanding of what is going on relative to student learning (Love et al., 2008)." Encouraging collaborative teams to attend to conversational practices is seen as a means to address gaps in workplace learning (Horn & Little, 2010), in particular, teacher interpretation and use of assessment data.

	With this data the need for disciplined attention to literacy instruction and intervention With this data the need for disciplined attention to literacy in the early years is critical. in the early years is critical.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strategy Implementation Activity 1.1.1 Ensure the instructional program provides *guaranteed and viable curriculum, assessments, and materials* reflective of the Culturally Responsive-Sustaining Framework (Curriculum)	District will hire content area Academic Standards Facilitators to support, evaluate, design, and facilitate the development and refinement of a *guaranteed and viable curriculum* through a multi-year implementation plan; ensuring curriculum complies with State Education Department learning standards. Book study with the district and building leadership teams around culturally relevant and responsive practices.	Increased student engagement as evidenced form data collected through district and building Learning Walk Tool Curriculum coherence and Progression-Progress demonstrated by student academic achievement	Individual copies of leadership text to support discussions on culturally responsive leadership Content area specialists to support district wide and secondary instruction
Strategy Implementation Activity 1.1.2 Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention)	**Revisit structure of K-2 foundational skills block, to explicitly address all major components of reading instruction.**	Increased percentage of students across subgroups demonstrating skill proficiency on STAR early literacy assessment based on identified scale scores.	Supplemental texts for classroom libraries

	Designate time within Grades 3-8 literacy block to ensure academic intervention support focused on a balanced literacy approach. Pedagogical professional development for leaders and teachers around the five components (phonemic awareness, phonics, vocabulary, fluency, and comprehension) reading and leveraging instructional time to address literacy skills. Modify foundational skill assessment to ensure it addresses all desired reading components.		Professional development plan and schedule Time with Master Scheduler to support restructure of literacy block
Strategy Implementation Activity 1.1.3 Focused professional development that promotes teacher best practices to deliver curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction)			
Strategy Implementation Activity 1.2.2 Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades	**Implementation of a consistent district-wide RTI plan and structure.** **Administer four cycles of district-wide benchmark**	Academic progress -demonstrated by readiness in key transitional grades on common grade level assessments.	Benchmark Assessment platform (Renaissance Learning)

	assessment, followed by district-led data analysis workshops **Monitor building-level multi-tiered system of support around attendance, by district Attendance Task Force.**	Meet or exceed proficiency benchmarks in reading readiness across subgroups School-by-school average daily Student attendance and chronic absenteeism	Social Workers and Attendance Task Force Members Data analysis platform Data specialist

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

(END OF YEAR State) Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.
By June 2022, increase early literacy proficiency in grades K-2, demonstrating 57% student proficiency on STAR Renaissance assessments in the area of phonemic awareness, phonics, and decoding skills. By June 2022, increase the percentage of students in the least restrictive environment, resulting in a reduced classification rate of 15% District wide. By June 2022, increase the percentage of English Language Learners demonstrating growth in English Language skills acquisition at the transitioning level to 31% district wide.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Fostering a healthy, safe, supported, engaged, and challenged learning environment
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ○ *In what ways does this support the SCEP commitments of your identified school(s)?*	The District is committed to fostering a healthy, safe, supported, engaged, and challenged learning environment for all students. The District's TSI schools reported the need to create a culture where school is more than just a place to learn for young people. The TSI Schools want to implement systems whereby students will be comfortable communicating with the staff especially in light of a full return to school. During student interviews, young people expressed that the pandemic impacted them in a multitude of ways (financially, socially, emotionally, etc). As they prepare to return to school, we want to ensure that as many safety nets as possible are put in place to support students and address any areas in which instructional, social, and/or emotional gaps were created. Attendance rates were also affected during the pandemic. To address this, the District has hired personnel, such as bilingual social workers, and purchased programs to ensure that attendance rates return to the pre-pandemic rate and even surpass it. Strong emphasis will be placed on fostering student connections. Additionally, during community meetings pertaining to the district use of funding, many parents and community leaders shared the importance of the implementation of social-emotional programs, as well as the need for updated equipment, uniforms, and building structures that reflect the quality and welcoming environments.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strategy Implementation Activity 1.2.4 Expand social emotional learning curriculum to include and support adopted restorative practices	Establish District-wide SEL themes aligned to New York State's social-emotional development and learning benchmarks to create a sustained focus through all grade-level classrooms and schools to improve classroom, school and district connectedness around student and staff well-being Resiliency Professional Development for staff (September) All ERCSD students, staff, and families will receive ongoing, differentiated training in restorative practices throughout the school year. Each school building will develop a schedule for students to participate in restorative circles during the school day, utilizing	District and building-level student, staff, and family trimester surveys revealing increased feelings of safety and connectedness. Decreased student suspensions. Increase use of mediation and restorative practices to address student conflict.	District and building-level student, staff, and family trimester surveys District partnerships with organizations that promote and implement restorative justice practices

	guidance from district contracted partnership. Staff will engage in professional learning experiences geared towards restorative practices that encourage respectful relationships, meaningful learning environments, and productive disagreement with the potential to extend beyond the classroom. Re-establish District-wide support team structures and professional development to support building Dignity for All Students Act (DASA) structures and Positive Behavior Intervention and Supports (PBIS) implementation. Structured deployment of social workers to support building level plans for student and family social-emotional needs.		
Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships	Expanded School Year programs to provide reclamation and support for students during the summer and after school. Monthly/Bi-monthly Superintendent student leadership circles Building-level student leadership circles	Improved results on student survey revealing connectedness to adults in school Improved student attendance	Expanded school year catalog of program offerings Superintendent student leadership calendar MLK Grant and Title Funds for mentorship programs

	Ongoing K-12 mentorship programs for students		
Strategy Implementation Activity 4.2.2 Continue to frame an efficient budgetary model to increase efficiencies in overall expenditures to improve fiscal structure (security, stability)	Increase capacity and control among appropriate content-area directors, including budget development and accountability. Align budget codes with expenditures Improve budgeting process, expense budget monitoring and control, and district-wide internal controls.	Improved fiscal processes inclusive of balanced budgets.	Comprehensive District fiscal procedure manual, reflective of procedures for budget transfers, accounting of funds, use of grant funding, etc.
Strategy Implementation Activity 2.2.1 Enhance parental engagement in student success through training, collaboration, and communication	Family University Workshops Town Hall Meetings Schedule at least two parent-teacher conferences throughout the school year to allow for two-way dialog about student's academic and social-emotional progress using district-wide developmentally appropriate protocols to ensure consistency and coherence.	Family and community attendance and participation in events, as evidence through improved results from embedded surveys during professional development sessions.	Family University schedule and catalog of topics, inclusive of identified district staff to conduct presentations
Strategy Implementation Activity 4.2.4 Ensure that all students have equitable access to resources to better support schools	Purchase of necessary materials (equipment & uniforms) to support physical education and health curriculum and athletic programs	Inventory of materials per pupil across district schools	Specialized funding for the purchase of new uniforms and equipment

Priority 2

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.
By June 2022, increase the percentage of all students who feel safe and valued in their school, as evidenced by collective school survey results of at least 85% of students feeling safe and valued. By June 2022, increase the active participation of parents in district organized meetings (family university, town halls) by 5 percentage points from the end of the 2021 school year.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	Developing motivated, confident, empowered critical thinkers
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ○ *In what ways does this support the SCEP commitments of your identified school(s)?*	The District's driving value has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be productive citizens in our community. The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. It is the District's goal to prioritize, restore and develop connections both within our school and within our community to strengthen and develop motivated, confident, and empowered critical thinkers. Additionally, during community meetings, parents and community members reinforced the need for emphasis on improved literacy skills for students, along with increased engagement in technologically-enhanced instruction. Further emphasis on updated curriculum content and materials to support multi-sensory and multi-dimensional learning were expressed.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strategy Implementation Activity 3.2.1 Facilitate necessary modifications to the Learning Walk Tool and School Support Visits, monitor its implementation, and analyze data collection to support building leaders in the development/identification/assignment of professional learning for all teachers targeted to support improved teacher practice and student engagement.	**District led learning walks (instructional walks) with Superintendent, Cabinet members and building leadership teams** During learning walks (beginning in October), the administrative team will look for, document, and assess best practices and engagement protocols that provide for rigorous learning and strong student achievement (Foundational Five Strategies and the incorporation of culturally responsive cohesive materials). Principal Quarterly Data Meetings with Superintendent	Increased student engagement as evidenced in feedback from the learning walk tool. Consistent implementation of foundational five strategies evidenced in teacher lessons plans and feedback from learning walks. Improved student learning outcomes as a result of principal attention to data, instructional feedback and monitoring of instructional structures.	District learning walk tool Leadership Rubric (select domains)
Strategy Implementation Activity 1.1.1 Ensure the instructional	Align curriculum with increased culturally relevant materials	Aligned curriculum with newly identified culturally relevant materials.	Curriculum maps, scope and sequence

program provides *guaranteed and viable curriculum, assessments, and materials* reflective of the Culturally Responsive-Sustaining Framework (Curriculum)	The district-led team comprises instructional leadership and representatives from each building to review and align scope/sequence of current curriculum with identified culturally relevant materials.	Increased student engagement and discussions around the curriculum. Increased student attendance and engagement in instructional activities.	Supplemental culturally relevant texts aligned to curriculum maps
Strategy Implementation Activity 1.1.4 Expand access to digital instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district	Expand integration of technology throughout the curriculum Purchase of additional interactive boards for classrooms. Implementation of technology-based instructional programs to support individualized and small group instruction, during and after school hours. Professional development for teachers and building leaders around the effective integration of technology during instructional blocks. Expanded School Year programs aligned to the use of instructional technology to support improved student outcomes.	Increased student growth as evidenced by Renaissance student growth percentile. Effective daily implementation of technology during instructional blocks, as evidenced by learning walk tool and teacher lesson plans.	Grant (IDEA, Title) funding to purchase interactive boards and instructional programs Identified technology based instructional programs to support individualized learning and remediation. Expanded School Year catalog, inclusive of at least 1-2 STEM and robotics programs
Strategy Implementation	Establish a district-wide team with representation from each school to	Consistent identification and implementation of tiered	District-wide content specialists to assist with

Activity 1.1.2 Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention)	review the current RTI practices in each building and determine a consistent plan, inclusive of district-wide approved intervention resources (by October 1) **Operationalization of a District-wide response to intervention (RTI) plan and structures**	intervention support across buildings. Consistent utilization of RTI referral and intervention documents. Appropriate referrals to the Committee on Special Education (CSE).	building specific plans for RTI Intervention teachers (reading, math) for each building

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.
By June 2022, demonstrate an overall increase in students' proficiency to 33-36% on NYS ELA Assessments and 29-31% on NYS Math Assessments. By June 2022, demonstrate an overall increase in the proficiency rates of SWDs and ELLs by at least 5 percentage points for each group on both NYS ELA and Math Assessments. By June 2022, improve overall District attendance to at least 90%, resulting in reduction of K-12 chronic absenteeism.

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2021-22?	Mastery of Academic Subjects and the Arts

Why is this a priority?
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The District maintains a strong commitment to improving the academic performance and proficiency rates of all students. In line with the United States Department of Education's Landmark Priority 3, the District wants every student engaged and excelling academically in the 2021-2022 school year. The District would benefit from deploying innovative strategies to address instructional and extracurricular learning loss and reengage students.
	We understand that a major aspect of college and career readiness begins with students' ability to demonstrate mastery in academic subjects. This requires a focus on all students, particularly our English Language Learners (ELLs) and Students with Disabilities (SWDs), who combined make up approximately 60% of the District, and who in the past have consistently performed well below district and state averages on State ELA and Math Assessments.
	In order to meet the goal of improved academic performance for all students, and as evidenced in the District's five-year strategic academic plan, we are committed to ongoing analysis of our curriculum and instructional practices, to ensure standards-aligned instruction along with structured time for differentiated and individualized instruction. To that end, data-driven instructional decision-making, scaffolding techniques, explicit instruction, and targeted interventions through the strategic grouping of students are at the core of recommended daily practices. Concurrent with the shift toward maintaining steadily high expectations for the teaching of learning of all students, professional development for staff will be paramount to undergird the critical work of enhancing student achievement.

	with protected and scheduled time for collaborative inquiry during the school day, the presence of protocols to guide verbal exchanges, and agendas to memorialize efforts, schools and districts find it a challenge to objectively measure the quality of the collaborative conversations. Where teacher collaboration may be described as the degree to which teachers share knowledge and information, provide and receive social support, and collaborate to achieve collective goals that could not be accomplished by an individual working in isolation (Macinko & Starfield, 2001, as cited in Moolenaar, N. M., Sleegers, P. J., & Daly, A. J., 2012; Horn & Little, 2010), data-driven discourse are the high leverage verbal exchanges within collaborative teacher teams focused on making meaning from the data and applying the data to planning instruction (Horn & Little, 2010; Means et al., 2011). With data-driven discourse conversations and interactions intentionally build and disrupt perspectives for productive change in teacher interactions and instructional practice (Slavit & Nelson, 2009).

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strategy Implementation Activity 1.2.1 Implement evidence-based interventions that strengthen student engagement and ownership to accelerate learning	**Incorporation of programming to allow for individualized and differentiated supplemental instruction, in alignment with Expanded School Year programs** Meet with various curriculum team members to solidify the purchase of the programming that will support the needs of all students in our expanded school year. Professional development for teachers and leaders around effective use of instruction blocks to allow for differentiated and small group instruction. Individualized instruction for students in the Arts (music, instrumental)	Increased differentiation of instruction as evidenced in teacher lesson plans and feedback from the learning walk tool.	District learning walk tool (virtual and hard copy) General and specialized funding to support Expanded School Year programs Grant funding to purchase resources for individualized instructional tools to address remediation, compensatory and instructional gaps
Strategy Implementation Activity 3.1.1 Provide ongoing	Calendered year-long professional development plan.	Improved academic performance of SWDs and ELLs on district benchmark assessments and grade level common assessments.	Grant and general funding for professional development for leaders and teachers in the area

professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners.	Collective monthly leadership in action monthly meetings with building principals and their selected instructional leadership team, beginning October 2021. Partnership with local Teacher Center to support differentiated professional development and teacher certification to expand work with SWDs and ELLs.		of literacy, SWD, and ELL best practices.
Strategy Implementation Activity 1.1.1 Ensure the instructional program provides *guaranteed and viable curriculum, assessments, and materials* reflective of the Culturally Responsive-Sustaining Framework (Curriculum)	**District-wide review of curriculum scope and sequence to ensure emphasis on priority standards** Under the direction of the district-level curriculum and instruction team, academic standards facilitators will review the current scope and sequence and provide differentiated support to each building to ensure daily alignment with the district-wide curriculum plan, with particular emphasis on addressing the needs of SWDs and ELLs through scaffolds and modified timelines.	Consistent daily implementation of approved scope and sequence and maintenance of critical instructional timelines evidenced in teacher lesson plans.	Content-specific and discipline specialized Academic Standards Facilitators (ASFs) Secondary level specialized directors and ASFs

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.
By June 2022, demonstrate an overall increase in students' proficiency to 33-36% on NYS ELA Assessments and 29-31% on NYS Math Assessments, resulting in at least a 5 percentage point increase in proficiency rate for both SWDs and ELLs on each assessment. By June 2022, maintain student engagement and participation rates in standard-based arts and music programming with no less than 75% engagement of all students. By June 2022, maintain student participation rates in NYSSMA Solo Festival & NYSSMA Major Ensembles by a minimum of 450 participants.

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2021-22?	High School Graduation and Readiness for College and Careers
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ○ *In what ways does this support the SCEP commitments of your identified school(s)?*	The COVID-19 pandemic brought challenges and opportunities for high school students to stay on track and graduate. In the midst, the District realized the need for students to be motivated. As a result, the District believes that by helping students make the connection between obtaining a high school diploma and their personal goals, motivation will be fostered. Student interviews revealed the effects of the need for motivation to stay in high school and graduate to ultimately result in increased job opportunities and quality of life. The District recognizes the importance of postsecondary success and is committed to providing students with knowledge to expand their college and career options in order to help them make informed decisions. During discussions with TSI school leaders, feedback from the Equity self-reflection revealed to the District the need to give students opportunities to see themselves reflected in different professions as they consider their career pathway. Additionally, in student interviews, students shared an interest in having experts in the field share their experiences with them. Teachers indicated that there is a growing need to become more culturally responsive to our growing demographic of students who are culturally and linguistically diverse.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships	**Monitor systems of interventions of support for student attendance** Strategic deployment of social workers to support students and families in consistent student attendance. District-level Attendance Task Force to monitor. District Master Scheduler to support implementation of professional learning communities (PLCs) in each school building. **Monitor systems of interventions of support for student attendance**	Increase in student attendance and connectedness to school, student survey results will reveal increased positive responses. School-by-school average daily Student attendance and chronic absenteeism Increase in staff collaboration and support with progress demonstrated by professional development and instructional coaching to teachers.	Professional development plan and schedule
Strategy Implementation Activity 4.1.1	**Implement a balanced assessment system to provide timely and authentic feedback**	Meet or exceed proficiency benchmarks in ELA and Math across subgroups	Grant and general funding for professional development for leaders

Establish a system that incorporates formative, interim, and summative assessments on student performance to provide meaningful and interpretable data for responsible instructional decision-making.	**about student growth, instructional practices, interventions, communication with parents** **Data-driven processes to support student achievement** Establish system to collect and analyze student assessment data Criteria and norm-referenced assessments to progress monitor multi-tiered student support and determine student growth towards proficiency Final Five Graduation Dashboard to monitor student progress toward meeting graduation requirements	Improved academic performance of SWDs and ELLs on district benchmark assessments and grade level common assessments. Increased monitoring of student progression toward graduation and career readiness	and teachers in the area of literacy, SWD, and ELL best practices. Eschool and Naviance programs
Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships	**Cultivate positive relationships with students and staff** Organize mentorship programs to align students mentors (9th-grade students, one mentor; 12th-grade students, at least two mentors)	Academic progress of students now includes monitoring student progress toward graduation/promotion as measured by quarterly report card pass rates.	Community partnership with local churches to provide external mentors

Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships	**Emphasis on restorative practices to maximize student attendance** Continuation of building level restorative circles in collaboration with restorative justice counselors. Update code of conduct through district-wide teams, in collaboration with restorative justice professional development team.	Increase use of mediation and restorative practices to address student conflict. Decreased student suspensions.	
Strategy Implementation Activity 1.1.1 Ensure the instructional program provides *guaranteed and viable curriculum, assessments, and materials* reflective of the Culturally Responsive-Sustaining Framework (Curriculum)	**Hire academic standards facilitators and department chair people focused on content specialty areas** Academic Standards Facilitators in the area of English, Math, Social Studies and Science to support targeted professional development for student achievement. Specialized secondary-level content/discipline areas.	Aligned curriculum with newly identified culturally relevant materials. Increased student engagement and discussions around the curriculum. Increased student attendance and engagement in instructional activities.	
Strategy Implementation Activity 1.2.3 Operationalize structures and systems to continuously monitor	**Expanding student options through various graduation pathways** Transition/Work-based Coordinator	Increased student growth as evidenced by Renaissance student growth percentile. Effective daily implementation of technology during instructional	

progress of grade 7-12 students on track for on-time graduation	Support building-level monthly meetings for students and parents surrounding credit recovery and attainment.	blocks, as evidenced by learning walk tool and teacher lesson plans.	
Strategy Implementation Activity 1.1.4 Expand access to digital instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials)	**Add blended learning platforms to increase flexible learning options for students** Review scheduling options for high school students to increase flexible learning options. Implement and expand online credit recovery and attainment Expanded School Year programs.	Increased student connectedness to school and improved graduation rate	

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.
By June 2022, increase student readiness at the end of key grade-level transitions by 2-3 percentage points for the overall average. By August 2022, increase the overall District graduation rates, resulting in at least 69% four-year graduation rate and 76% five-year graduation rate. By August 2022, increase the District graduation rates of Hispanic students to at least 55% on four-year graduation.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School *(if applicable)*
Dr. Clarence Ellis	Superintendent of Schools	
Ms. Ogechi Iwuoha	Assistant Superintendent of Curriculum and Instruction	
Ms. Tamar Walker	Assistant Superintendent of Student Support Services	
Ms. Linda Macias	Assistant Superintendent of Finance	
Ms. Melissa Barrow	Assistant Superintendent of	
Dr. Augustina West	Executive Director of Secondary School	
Mr. Michael E. Smith	Director for Fine and Performing Arts	
Mr. Joe Toombs	Director of Physical Education, Health, and Athletics	
Dr. Daniel Shanahan	Director of External School Operations	
Mr. Howard Hyman	Maintenance Supervisor	
Mr. Bhavin Gandhi	Associate Director of Information Technology Services	
Mr. Tom Carton	School Resources Officer	
Mr. Douglas Schwegler	Director of School Transportation II	
Ms. Karen Pinel	Principal of Spring Valley High School	Spring Valley High School
Mr. Michael Phillips	Principal of Ramapo High School	Ramapo High School
Mrs. Nadia Williams	Parent/Ramapo High School Teacher	Ramapo High School

Our Team's Process

American Rescue Act Task Force	Community Partnership	

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
May 12, 2021	Virtual (Zoom Meeting)
May 19, 2021	Virtual (Zoom Meeting)
June 2, 2021	Virtual (Zoom Meeting)
June 9, 2021	Virtual (Zoom Meeting)
June 17, 2021	Virtual (Zoom Meeting)

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Many teachers of Hispanic students shared their views through the Equity Self-Reflection survey and others worked closely with the DCIP team to review data, student interviews and share thoughts on curriculum.
Parents with children from each identified subgroup	Parental voice was and is an important component of DCIP development. Parents attended virtual town hall meetings in record numbers, asked questions in their native language and were given translated responses. Most parents shared the desire to have their children return to school fully in person with safety protocols in place.
Secondary Schools: Students from each identified subgroup	The district reviewed results from the school's student interviews and incorporated their voices in the development of the DCIP. Across schools, students expressed concern for safety as COVID-19 continues to impact them and their families. Students shared the need for opportunities to make up for learning loss.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. X The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).

Submission Assurances