East Ramapo Central School District
Strategic Academic and Fiscal Plan Quarterly Report

Quarter 1 **(July 1st-Sept. 30th 2021)**	Quarter 2 (Oct 1st - Dec. 31st 2021)	Quarter 3 (Jan. 1st- Mar .31th 2022)	Quarter 4 (Apr.1st -June 30th 2022)

District BEDS Code: 500402060000

Number of Students: 9,518

Grade Configuration: Kindergarten to Grade 12

Superintendent of Schools: Dr. Clarence G. Ellis

District Personnel Responsible for Program Oversight and Report Validation:
Ogechi Iwuoha, Assistant Superintendent for Curriculum and Instruction
Linda Macias, Assistant Superintendent of Business
Tamar Walker, Assistant Superintendent for Student Support Services
Melissa Barrow, Assistant Superintendent for Special Programs, Evaluations, and Assessment
Dr. Augustina West, Executive Director of Secondary Education
Dr. Daniel Shanahan, Executive Director of External School Operations
Michael E. Smith, Director of Fine and Performing Arts
Joseph Toombs, Director of Physical Education, Health, and Athletics
Jessica Theodore, Assistant Director for Personnel
Bhavin Gandhi, Director of Information Technology Services

Purpose

This document is intended to be completed by the East Ramapo Central School District (ERCSD or "the District") and serves as a self-assessment of the implementation of key strategies related to the District's *Long-Term (2020-2025) Strategic Academic and Fiscal Improvement Plan ["Plan"]*. Responses in this quarterly reporting instrument must be directly aligned with the approved *Plan* and include the implementation status color code. Quarter-to-quarter reporting will be an additional resource in progress monitoring building-based School Comprehensive Education Plans (SCEPs) and overall District Comprehensive Plan (DCIP) end-of-year goal attainment, all of which are directly aligned to the Plan.

Process

1. The District assesses the key improvement strategies of the quarter in light of their realized level of implementation and their impact on student learning outcomes.
2. The District indicates the status of meeting the established <u>improvement strategy</u> for realizing demonstrable improvement. The status is indicated by shading the status section with the most appropriate color and/or by entering the color word, "Blue," "Green," "Yellow," or "Red." Note that color codes can change over time. An activity that was green can become yellow or vice versa. An activity that was red can become yellow, green, or blue once implementation begins. An activity that was "not applicable" will become either blue, green, yellow, or red once the date to begin implementation of the activity has arrived.

Implementation Status Key

Blue	Implementation Completed. The District has satisfactorily completed this activity.
Green	Implementation on Schedule. The District is on schedule to implement this improvement activity by the due date in the plan. Intended outcomes for this improvement strategy are expected to be met and work is on budget.
Yellow	Implementation in Progress. The District has begun to implement the improvement activity, but implementation is not expected to be completed by the due date. Some barriers to implementation/outcomes/spending exist; With adaptation/correction the District will be able to achieve desired results.
Red	No Implementation. The District should have but has not yet begun to implement this improvement activity. Major barriers to implementation/outcomes/spending encountered; results are at-risk of not being realized; major activity adjustment is required.
No Color	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.

3. The status sections are an opportunity for the District to present actions during the current quarter. The District, here, may also describe any modifications that have been made to the <u>strategy/activity</u> during the most recent quarter as a result of data collected during DCIP and SCEP monitoring and feedback provided by the New York State Education Department (NYSED). This is intended to create the framework by which the District, using its own summary analysis, engages in continuous and comprehensive planning.

Executive Summary

The ERCSD is scaffolding strategy development and attainment with the intention of ensuring that all objectives are tracked and met. However, not all referenced strategy implementation areas will be completed at the same level or same time, as there are activities that have not been put into place functionally. The District measured the extent to which each strategy has been attained each quarter (July-Sept, Oct-Dec, Jan-Mar, Apr-Jun), comparing the District baseline to current status.

The May 2021 quarterly report was organized into two parts: Part I-Academic Improvement Indicators and Part II-Fiscal. In August, the District was provided direction in how to develop pursuant to Chapter 89 of the Laws of 2016 as amended by Chapter 173 of the Laws of 2021 a Long-Term Strategic Academic and Fiscal Improvement Plan. To facilitate a coherent transition to the updated Plan and subsequent quarterly reporting, the 2021-2022 Quarter 1 report remains organized into two parts (Academic Improvement Strategies and Fiscal Improvement Strategies) with the structure of the academic portion remaining the same as was used for 2020-2021 school year reporting while the structure of the fiscal portion has been transitioned to the new format and, to the extent appropriate, reports on the improvement activities contained in the fiscal component of the 2021-22 school year Plan.

Overall District Improvement Strategy Implementation Status: <mark>YELLOW</mark>

ACADEMIC IMPROVEMENT STRATEGIES

Pillar 1: High Expectations for Teaching and 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, 2, 4

> **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)

> **Indicator of Success:** Curriculum Coherence and Progression-*progress demonstrated by internal capacity building*
>
> **Implementation Status:** Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District created job descriptions and posted them externally and internally to recruit candidates for these district-level positions to expand the development of the curriculum, specifically in English, math, social studies, science, physical education (PE), health education (HE), and education of students with disabilities. Interviews were conducted. In September, a recommendation for the Academic Standards Facilitator to support Physical Education, Health, Athletics, and Family Consumer Sciences approved by the Board of Education ("the Board"). These District leaders will facilitate the evaluation, development, refinement, and delivery of a guaranteed and viable curriculum across the District that aligns with NYSED learning standards. Challenges identifying viable external content area candidates and identifying internal candidates without creating a vacancy that impacts the instructional program.

- In its District and school comprehensive plans (SCEP, DCIP), which are supported by funding from the American Rescue Plan (ARP), the District has committed to establish a Curriculum Development and Refinement Committee charged with revisiting and revising current curriculum maps and units.

- The District and schools continue to build capacity to support the shift to the New York State (NYS) Next Generation Learning Standards to ensure that by September 2022 instruction using the current curriculum is aligned to NYS Next Generation Learning

Standards. School level staff have been identified to facilitate professional development (PD) on the new standards related to explicitly highlighting progressions, key changes in vocabulary, and determining shifts in classroom instruction. The shift, introduced in the NYS Next Generation English Language Arts (ELA) standards, to reflect the eight lifelong practices of readers and writers is in need of explicit development alongside the eight NYS Next Generation Mathematics Standards for mathematical practice.

- Four potential book study texts have been recommended for District and school level leadership: (1) Muhammad, G., Love, B. L., & Scholastic Inc. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*; (2) Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. (3) John Wiley & Sons.; Lesaux, N. K., Galloway, E. P., & Marietta, S. H. (2016). *Teaching advanced literacy skills: A guide for leaders in linguistically diverse schools*; (4) Terrell, R. D., Terrell, E. K., Lindsey, R. B., Lindsey, D. B., & Alpert, D. (2018). *Culturally proficient leadership: The personal journey begins within*.; (5) Allen, E. (2016). Cultivating Knowledge, Building Language: Literacy Instruction for English Learners in Elementary School. *Language Arts*, *93*(5), 390.

- The State Standards Report informs educators of students' likely mastery of state standards to assist in identifying current curriculum strengths and areas for improvement. By estimating current student mastery of state standards, and projecting expected mastery levels by the end of the school year, the State Standards Report will help the District and schools identify grade-level standards that may be more difficult for students to master. The State Standards Report allows instructional leaders to validate curriculum, while providing assistance to teachers in making critical decisions about instruction. The District will use the State Standards Report to see how groups of students are doing in comparison to State standards, with particular attention to English Language Learners and students with disabilities. The report features graphs that show a comparison between students' current scores and their projected scores for each standard, with a District focus on literacy.

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

Indicator of Success: Academic Achievement-*demonstrated by academic readiness on Renaissance Star proficiency rates, student participation on Renaissance Star interim assessments, and report card pass rates in core and major encore subject areas,*

Implementation Status: <mark>Yellow-</mark>Implementation in Progress. The District has begun to implement the improvement activity, but implementation is not expected to be completed in a time to see the desired impact within the year. Some barriers to implementation / outcomes/spending, primarily pertaining to hiring, exist. With adaptation of timelines the District will be able to achieve desired results.

Analysis/Report Out:

- In August 2021, the District purchased classroom library materials for each K-5 general education class (Rising Voices) and curriculum-aligned class libraries for students with interrupted formal education (SIFE) .

- The Office Student Support Services will work with the Office of Curriculum and Instruction to outline a plan for identifying administrator and teacher professional development cohorts to attend Orton Gilligham intervention strategies. Details of the professional development were confirmed, and Cohort 1 participants were invited to the 30-hour Orton certification course to be held for five consecutive days in November. The professional development sessions intended 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.

- By using data on hand, reviewing SCEP plans, and reflecting on learning during the pandemic, the District identified the need for K-8 individualized student support and to request proposals from potential partners to provide this service.

- The District has identified funding sources and established a protocol for the identification of tutors who will assist in providing supplemental tutoring.

- The District must work to communicate a clear and cohesive literacy focus through a capacity-building approach where the District trains educators to become reading coaches/interventionists who work with K-3 teachers individually and in groups on how to effectively teach students to read.

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- The District will hire, train, and deploy 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.

- District specialists in the area of multilingual and special education will continue to provide professional development to enhance the academic and linguistic support for students in alignment with District grade level core curriculum.

- During the leadership summit in August 2021. District leadership began to socialize and reintroduce expectations regarding Response to Instruction and Intervention (RtI2) Tiers 1 and 2 and to assist leaders in making decisions pertaining to student achievement and interventions. Currently the District is identifying additional individuals to expand these efforts and create a cohesive District approach to the role of responding to instruction and interventions across the District.

Figure 1. Overall District Star Early Literacy Proficiency Rate (District Benchmark)

Percent of students estimated to score at or above the District benchmark on the Star Early Literacy assessment. The Fall Cycle 1 scores over four years are shown for comparison.
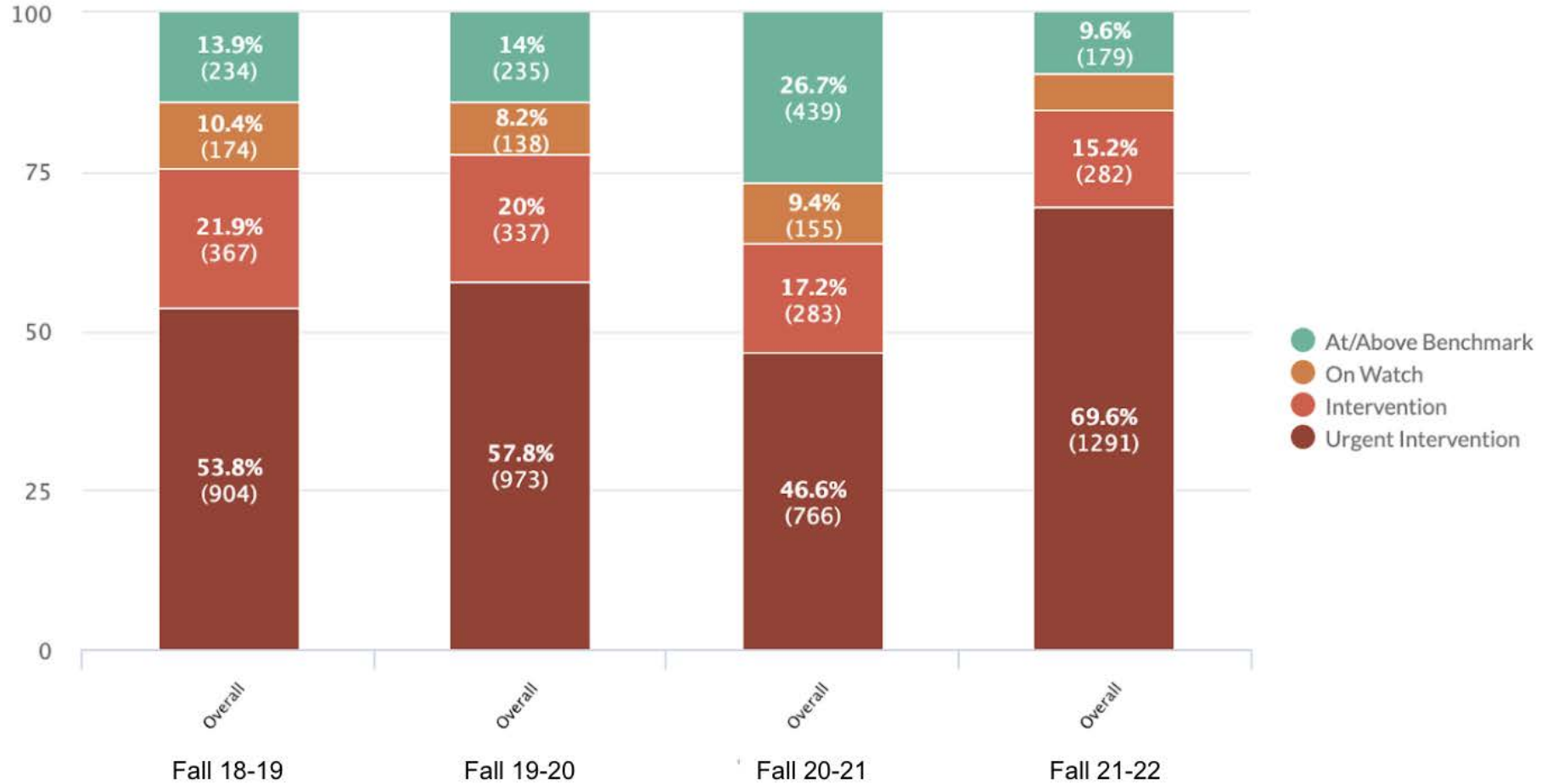
Figure 2. Overall District Star Reading Proficiency Rate (State Benchmark)
Percent of students estimated to score at or above the state benchmark on the Star Reading assessment. The Fall Cycle 1 scores over four years are provided for comparison.
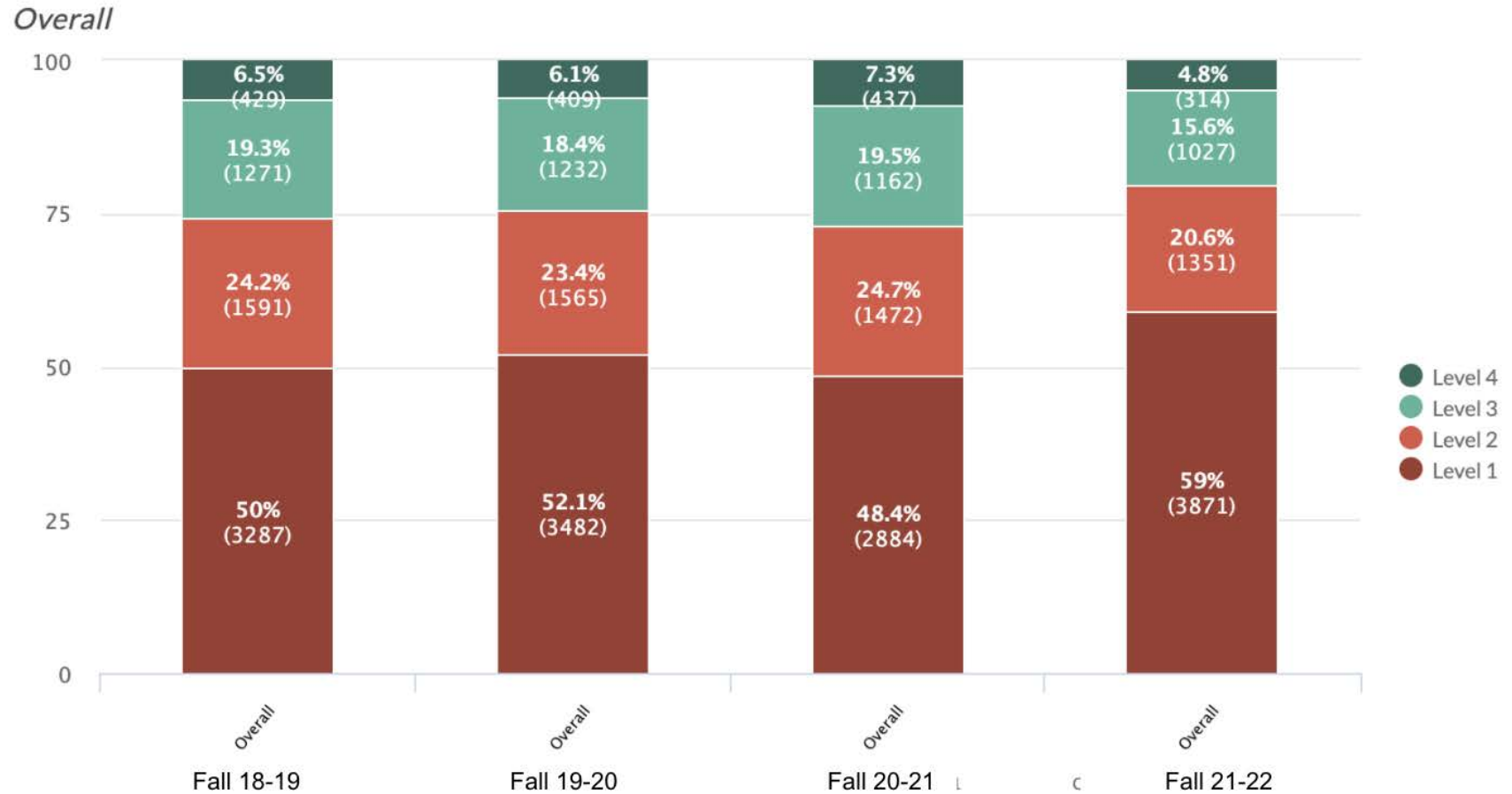
Table 1. Star Early Literacy Participation, 2021-2022

Grade	Fall % Tested
Grade K	**77%**
Grade 1	**80%**
Grade 2	**63%**
Grade 3	23%
Grade 4	11%
Grade 5	1%
Grade 6	2%
Grade 7	4%
Grade 8	1%
Grade 9	0%
Grade 10	0%
Grade 11	0%
Grade 12	0%

Note: Data retrieved from Renaissance. Star Early Literacy is administered primarily to K-2 students. The assessment is also administered to students who were unable to answer Star Reading practice questions correctly within a given time.

Table 2. Star Reading Participation, 2021-2022

Grade	Fall % Tested
Grade K	0%
Grade 1	20%
Grade 2	62%
Grade 3	79%
Grade 4	84%
Grade 5	87%
Grade 6	87%
Grade 7	88%
Grade 8	89%
Grade 9	68%
Grade 10	84%
Grade 11	82%
Grade 12	63%

Note: Data retrieved from Renaissance. Star Reading is administered to probable readers. Students need to answer practice questions within a given time correctly to proceed.

Strategy Implementation Activity 1.1.3 Provide focused professional development that promotes teacher best practices to deliver a curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction).

Indicator of Success: Staff Collaboration and Support-*progress demonstrated by professional development structures and systems*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District coordinated professional development for leaders and teachers in August and September, respectively. Learning targets were provided to focus the thinking, discussions, and work. Some examples of learning targets were:
  - I can identify the ERCSD's priorities and commitments for the 2021-2022 school year by participating in a District-led presentation.
  - I can deconstruct each RtI2 tier to identify discrete educational strategies necessary to accelerate academic achievement
  - I can name how working from a Restorative Framework (reflection, interpersonal, systems) can bring about change by examining restorative practices in a multi-tiered system of support.
  - I can support the development of a customized district-wide survey instrument by selecting question items that align with my school's SCEP.
  - I can gather impactful practices, procedures, and strategies for the new school year by listening to administrator successes during the Extended School Year (ESY) program.
  - I can meet or exceed the learning expectations for physical education, health, and athletics by aligning efforts to the strategic plan.

- The District provided expectations, guidance, and support materials to both District and school administrators regarding effective strategies to allow for Tier 1 and Tier 2 differentiated and small group instruction to be employed during instructional blocks and academic support periods. Explicit professional development was provided during the Leadership Summit on August 26-28, 2021 and during subsequent administrator meetings.

- The District has identified district-level staff who will examine and monitor the flow of professional development offerings at the school and District level. The District is in the process of implementing an electronic survey/evaluation that staff will complete following a PD course.

- During the 2020-21 school year, the District will hold monthly Principal Meetings, Leadership in Action Meetings, Academic Standards Facilitator (ASF) Meetings, with most beginning in October 2021. District and school professional development will be managed on the Frontline Professional Growth System. Professional development on the use of Frontline has been provided to school level administrators, and district-level administrators responsible for creating and managing PD activities have been identified for professional development.

- Professional Learning Community (PLC) meetings continue to play a central function as dedicated and structured time within the master schedule of each school. School and teacher leaders work with staff to analyze and interpret relevant academic and emotional and social health data and best practices in classroom instruction. Teachers meet across grade levels, content areas, and subgroups to review student work, assess the effectiveness of instructional activities, and identify specific ways in which lessons can be improved. The master schedule reflects common PLC time at least once per week at the elementary levels. Although PLCs occur on Faculty/Department meeting days, challenge currently exists with scheduling PLCs during school hours at the secondary level.

- Professional development regarding best researched-based instructional strategies for multilingual learners was held during PLC times at the school level as well as Principal and Leadership in Action meetings.

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).

Indicator of Success: Activities and Materials-*progress demonstrated by procurement and availability of technology tools for all students*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District, in accordance with the District purchasing process, has begun to place orders for additional interactive boards for all classrooms that do not currently have them.
- Schools have implemented instructional technology tools link
- The District has formalized an approval process for technology products that complies with Ed Law 2-D and documentation is populated for public viewing -link

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).

Indicator of Success: Targeted Strategies for Diverse Learners-*progress demonstrated by an increase in Schoology teacher monthly usage*

Implementation Status: Yellow-Implementation in Progress. The District has begun to implement the improvement activity, but implementation is not expected to be completed in a time to see the desired impact within the year. Some barriers to implementation / outcomes primarily exist pertaining to full implementation by all staff. With adaptation/correction of targeted usage, the District will be able to achieve desired results.

Analysis/Report Out:

- The District supplied school leaders with the revised expectations for K-12 Schoology use to then share with faculty. Verbal and written expectations were provided during the ERCSD Leadership Summit and monthly Principal Meetings, in addition to PD refreshers given for all teachers, inclusive of bilingual/ENL and special education teachers.

Table 3. Schoology - Unique User Login-Ins

Implementation Year	2020-2021		2021-2022	
	Student	Teacher	Student	Teacher
September	6,695	826	7,327	634
October	9,089	829	8,292	651
November	8,124	730		
December	8,034	710		
January	8,102	711		
February	8,196	735		
March	8,527	741		
April	8,165	679		
May	7,709	626		
June	7,714	684		

Note: Data retrieved from Schoology Analytics', Schoology User Activity Report that tracks when a unique user has at least one (1) active session during a time period.

Table 4. Schoology - Session Activity Report

Implementation Year	2020-2021		2021-2022	
	Student	Teacher	Student	Teacher
September			276,633	26,747
October	570,968	69,443		
November	502,976	54,624		
December	456,260	46,622		
January	572,356	55,610		
February	501,943	49,879		
March	552,680	53,642		
April	573,773	52,449		
May	139,073	12,310		
June	353,130	34,831		

Note: Data retrieved from Schoology Analytics', Schoology User Activity Report that tracks when users logins in, out, or returns, after 30 minutes of inactivity.

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*

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

Indicator of Success: Chronic Absenteeism (% chronic, % at-risk)-*demonstrated by a rate of <24%* or Student Average Daily Attendance-*demonstrated by an average of >70%*

Implementation Status: <mark>Yellow</mark>-Implementation in Progress. The District has begun to implement the improvement activity, but implementation is not expected to be completed in a time to see the desired impact within the year. Some barriers to implementation/outcomes /spending exist; With adaptation/correction, the District will be able to achieve desired results.

Analysis/Report Out:

- Recommendations were presented to the Superintendent, which included the use of a self-paced video-based instructional online program, Edgenuity, to increase student options for credit attainment. The District identified curriculum leads to create course scope and sequences aligned to the NYS Learning Standards. This will result in Master Schedule changes to allow for more flexibility of instruction for the 2022-2023 school year.

- The District is determining the extent to which the current student information system can reflect individual instrumental lessons in student schedules and exploring cost-efficient tracking tools.

- After initial evaluation of the 2021 ESY summer program, District staff shared, discussed, and highlighted with principals assistant principals, Building Academic Standards Facilitators, and district administrations enhancements to and recommendations regarding the program. Next steps were generated related to monitoring the summer and afterschool program due to projected increases in offerings to minimize the number of students on a waiting list, as well as assistance with the recruitment and hiring of staff for the ESY summer program-link

- Academic Standards Facilitators monitored and collected summer program data and shared findings during the August Leadership Summit. The District is in the process of gathering relevant Quarter 1 data from student participants in the ESY summer program. The District will identify district-level staff responsible for monitoring and collecting data from afterschool and future summer ESY programs.

- Monitoring attendance was prioritized during the 2020-21 school year, leading with two questions: Which students are chronically absent and at-risk? Can schools reach students and families? During the 2020-21 school year, actionable data required monitoring multiple metrics, including chronic absence, contact information, connectivity, and participation. The District will collect and report quantitative attendance and chronic absence data and qualitative analysis that can show reasons that students miss school that are accurate, accessible, timely, comprehensive and understandable. These data work to inform the development of prevention and intervention strategies and allocation of resources that support student attendance. The data collection is used to activate positive supports, not punitive action. Planned ongoing monitoring of the percentage of students district-wide who have missed ten percent or more of their enrolled school days during the school year with a goal towards reducing this rate each year. An outgrowth of the revised and Board approved Attendance Policy 5100 is the Attendance Task Force, composed of District and school leaders, teachers, specialists and community members. Recently hired school social workers conducted a district-wide "attendance blitz" on September 17, 2021,

visiting the homes of students with substantial absences from last school year. Systems have been put in place for school referrals for home visits for any student with attendance challenges.

Figure 3. Multi-Tiered System of Support

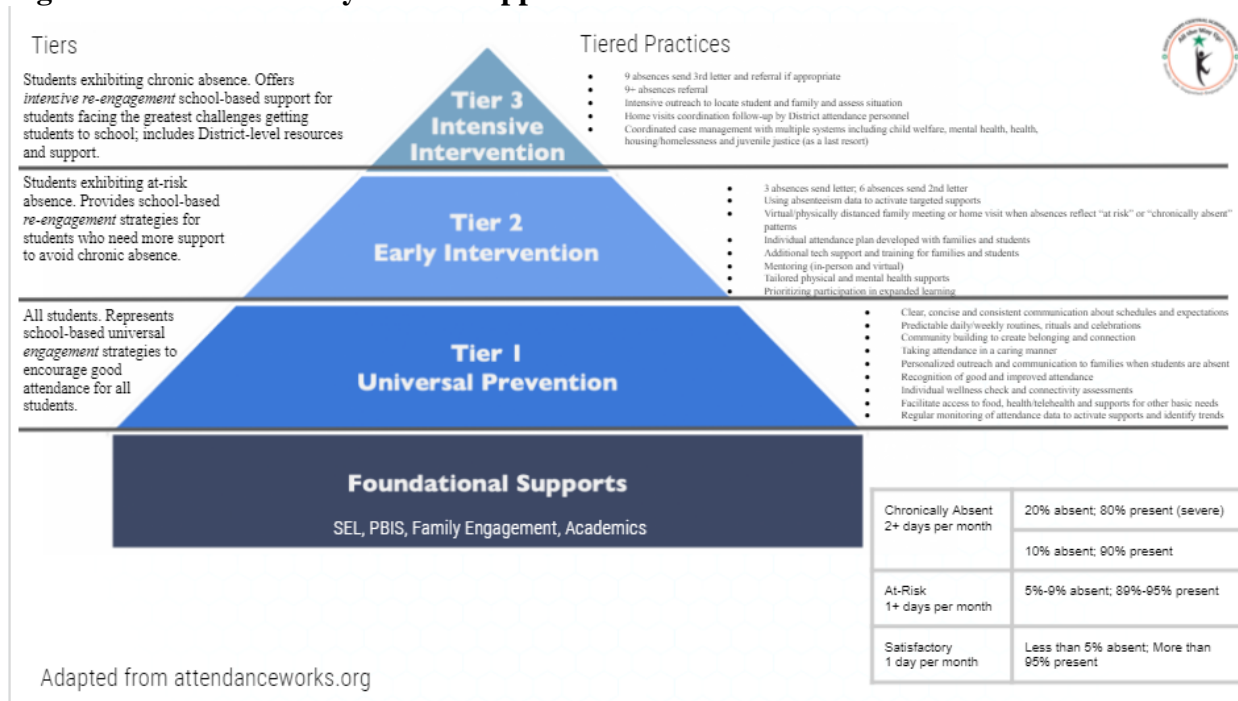**Table 5. Chronic Absenteeism and Average Daily Attendance (ADA) 2021-2022 SY**

Month	ADA - # Attendance	% Attendance	% Chronic Absence
September	8235	81.34	48.02

Note: Data retrieved from eSchoolData November 4, 2021.

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

Indicator of Success: Collaborative and Productive Data Conversations -*demonstrated by scheduled opportunities to review local data aligned to state accountability metrics and learning walk data*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District developed and disseminated a K-12 Star Assessment Administration Window document indicating the dates to administer four cycles of the Renaissance Star Early Literacy, Reading and Math. The first cycle of Star assessments was administered in September 2021.

- The District identified dates for learning walks and school support visits for both Targeted Support and Improvement (TSI) Schools and Schools in Good Standing to monitor the implementation and impact of SCEPs.

- The District identified a system to collect and organize academic, attendance, and social emotional data for each school.

- Dates for the Leadership in Action Network monthly meetings were calendared.

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.

Indicator of Success: Collaborative and Productive Data Conversations *-demonstrated by scheduled opportunities to review local data aligned to state accountability metrics and learning walk data*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity by the due date in the plan. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- Dates for the Leadership in Action Network monthly meetings were calendared.

- Professional Development is in progress regarding transitional services and multiple graduation pathways for students with disabilities and English language learners.

- The District identified dates for learning walks and school support visits for both Targeted Support and Improvement (TSI) Schools and Schools in Good Standing to monitor the implementation and impact of SCEPs.
    - The District, during TSI School Support Visit #1 confirmed the creation of building-level Graduation Dashboards and cohort information.

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

Indicator of Success: Activities and Materials-*progress demonstrated by procurement and availability of common instructional materials*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

● The District is actively working to establish partnerships in support of creating a district-wide approach to mindfulness that will foster school environments where people feel safe and well and are in healthy, responsive staff relationships. District and building administrators participated in sessions during the August Leadership Summit, and staff participated virtually during the September professional development.

● The District recruited and hired social workers who collaborated as a unit and examined current needs before strategic deployment.

● The District is in the process of partnering with an organization to provide training for staff, students, and families in restorative practices and culturally relevant engagement and response to student needs.

● The District is working towards finalizing the partnership with a survey service provider to support the Leadership in Action Network members in building social-emotional learning (SEL) staff and student surveys.

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

Strategy Implementation Activity 1.3.1 Ensure that all students have access to technology-based devices to facilitate blended learning in classrooms.

Indicator of Success: Activities and Materials-*progress demonstrated by procurement and distribution of digital tools for hybrid and remote instruction*

Implementation Status: Blue-Implementation Completed: The District has satisfactorily completed this activity.

Analysis/Report Out:

- The District secured instructional technologies, specifically Chromebooks and hotspots, required for teaching and learning for all students, inclusive of multilingual learners and students with disabilities.

- The District has communicated to building level Distribution Teams charged with managing device distribution the District's expectations.

- The District has reviewed the device inventory each month during the first quarter.

- The District has secured additional Chromebooks to keep up with the demands due to higher enrollment and damaged devices

Figure 4 . Chromebook Distribution Inventory

Chromebook_Counts						
School_Name	Enrolllment	Chromebooks	Declined	Assigned_or_Declined	Hotspots	Unknown
Chestnut Ridge Middle School	660	632	25	99.55%	95	3
Early Childhood Center	348	340	0	97.70%	6	8
Eldorado Elementary	537	508	3	95.16%	68	26
Elmwood Elementary	586	557	12	97.10%	95	17
Fleetwood Elementary	628	619	2	98.89%	116	7
Grandview Elementary	614	609	4	99.84%	113	1
Hempstead Elementary	449	422	19	98.22%	51	8
Kakiat Elementary	419	401	6	97.14%	86	12
Kakiat Middle School	224	203	15	97.32%	71	6
Lime Kiln Elementary	568	564	0	99.30%	139	4
Margetts Elementary	577	556	9	97.92%	61	12
Pomona Middle School	548	504	34	98.18%	100	10
Ramapo High School	1559	1291	109	89.80%	248	159
Spring Valley High School	1341	1184	85	94.63%	427	72
Summit Park Elementary	604	590	0	97.68%	110	14
East Ramapo Central School District	9662	8980	323	96.28%	1789	359

Figure 5 . Chromebook Distribution Process
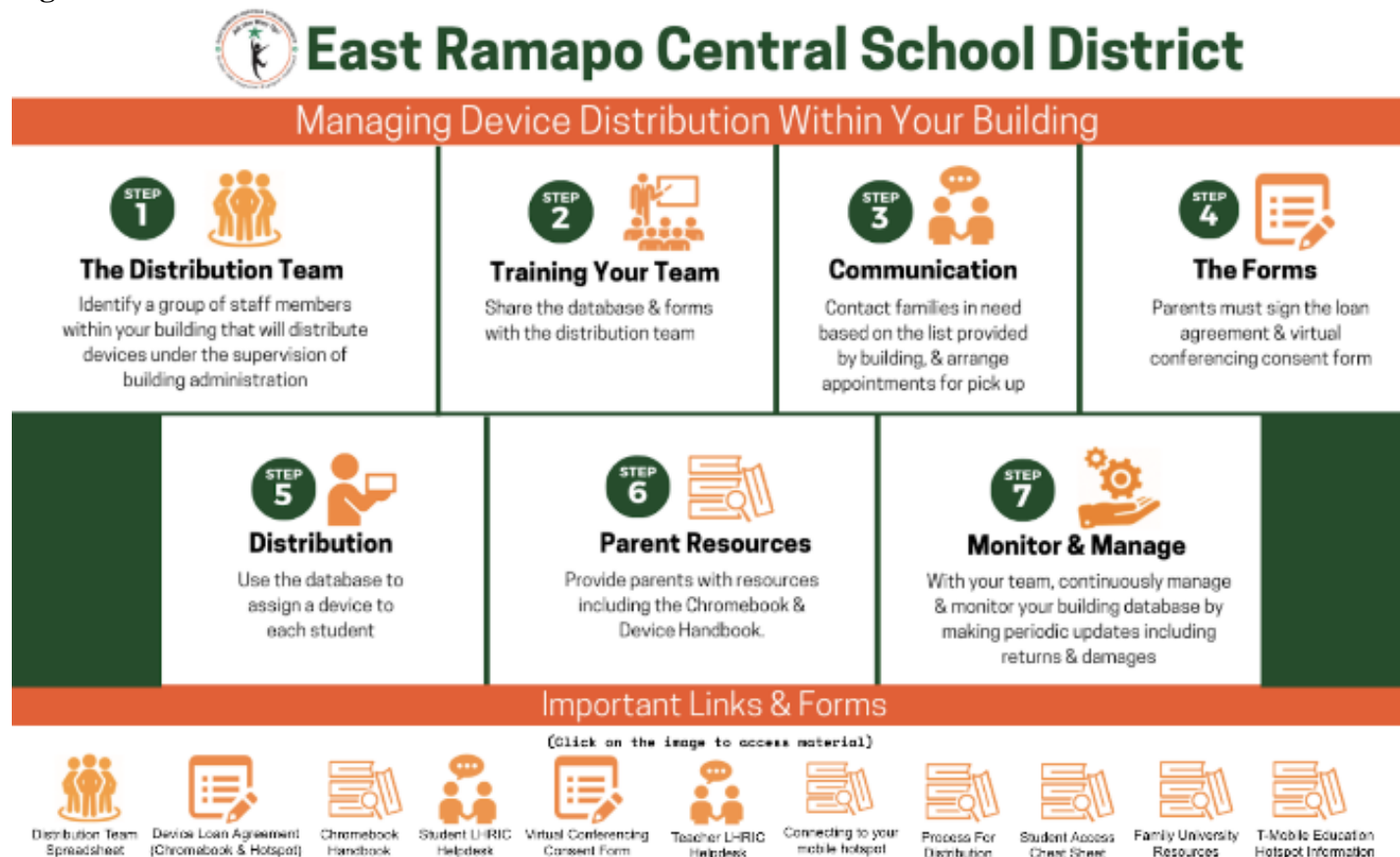
Pillar 2: Culture of Safety and Strong Relationships with Families & Community

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

Strategy Implementation Activity 2.1.1 Enhance parental engagement in student success through training, collaboration, and communication.

Indicator of Success: Family and Community Engagement-*demonstrated by district level monthly activity and monitoring school level monthly activity*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District has secured interpreters in both Spanish and Haitian Creole to provide translation services at all Family University and virtual sessions.

- The District has established Family University dates, with the first session to be conducted in October 2021-link

- The District provides families with information in Spanish and Haitian Creole by email, robocalls, and written communication.

- The District provides translation services for parent meetings, including Committee on PreSchool Special Education/meetings and Suspension Hearings.

- The District, at the time of student registration, provides families with the New York State Parent Bill of Rights in multiple languages.

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

Strategy Implementation Activity 2.2.1 Build strong and trusting relationships and family-school partnerships through family and community engagement opportunities.

Indicator of Success: Family and Community Engagement-*demonstrated by district level monthly activity and monitoring school level monthly activity that allow for knowledge sharing*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District has communicated to schools regarding engaging families and the community in informative and enriching events. Monitoring of monthly family and community engagement activities will be shared during Leadership in Action Network meetings.

- The District 2021-22 Instructional Calendar reflects at least two parent-teacher conferences-link

- The Superintendent will continue to hold Superintendent Circles with the community and students.

- Family Resource Coordinators work with families at schools to offer free information and referral services and host family and community engagement events -link to page | link to calendar.

- District-wide instructional technology platforms are in use to support communication of information between home and school:

  ▪ ClassLink is a single sign on tool that acts as a one-stop hub to connect and access web and Windows apps on any device.
  ▪ Remind has become a primary method for reciprocal communication between home and school, with the ability to make secure voice calls between staff and parents.

- ▪ Schoology is the District's unified learning management tool to engage students using one common system for remote or in-person learning. Schoology integrates 200+ educational tools and platforms and allows for written exchange amongst students and teachers.

Table 6. Remind Analytics-Messages Sent

	2020-2021			2021-2022		
Month	Messages	Conversations	Announcements	Messages	Conversations	Announcements
September				817,342	89,384 (11%)	727,958 (89%)
October	1,533,634	453,952 (30%)	1,079,682 (70%)			
November	1,816,362	281,883 (16%)	1,534,479 (84%)			
December	1,447,801	235,216 (16%)	1,212,585 (84%)			
January	1,440,239	244,607 (17%)	1,195,632 (83%)			
February	1,350,951	214,894 (16%)	1,136,057 (84%)			
March	1,272,928	206,871 (16%)	1,066,057 (84%)			
April	2,105,825	206,010 (10%)	1,899,815 (90%)			
May	1,113,805	175,599 (16%)	938,206 (84%)			
June	1,861,650	185,794 (10%)	1,675,856 (90%)			

Note: Dara retrieved from Remind Statistics. 15,621 total active users (teacher=1,078; student=5,788; parent=8,755)

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

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.

Indicator of Success: Staff Collaboration and Support-*progress demonstrated by professional development structures and systems*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District has increased communication with the East Ramapo Teacher Center to strengthen collaboration on and the sharing of professional development and certification offerings.

- The District during the August 2021 Leadership Summit provided Academic Standards Facilitators along with school and district level staff professional development on creating, pre-registering, and managing professional learning experiences in the Frontline Professional Growth Platform to capture Continuing Teacher and Leader Education (CTLE) and PD activities that focus on content, pedagogy, and English as a New Language (ENL).

- The District is in the process of researching an external partner/vendor to complete a review of ELL programming.

- Based on the DCIP, the appropriate number of teachers and school and District leaders will have received PD on targeted strategies to improve the academic outcomes for ELLs through on-going data analysis and site visits, and respondents shall have rated the PD effective in terms of usefulness.

- Due to the increased enrollment of ELL, new English to Speakers of Other Languages (ESOL) and Bilingual teachers were hired and professional development scheduled specifically in the area of literacy for newcomer students.

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). Strategic Plan Goal Alignment: 1, 4, 5

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.

Indicator of Success: Ongoing Evaluation and Professional Development-progress *demonstrated by weekly learning walks, quarterly status reports from schools on professional development, teacher observation rating and student outcomes.*

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District identified dates and schools for weekly learning walks and is in the process of revising the Learning Walk Tool for principal feedback.

- The District has scheduled and calendared consistent learning walks, support visits, and Leadership in Action Network meetings to monitor student outcomes and identify impactful professional practices.

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

Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships

Indicator of Success: Systems for Engagement and Empowerment-*demonstrated by activities that promote positive interactions between district, schools, and home.*

Implementation Status: <mark>Yellow</mark>-Implementation in Progress. The District has begun to implement the improvement activity, but implementation is not expected to be completed in a time to see the desired impact within the year. Some barriers to implementation inclusive of identification of individuals to conduct monthly workshops for staff exist. With completion of staffing process, the District will be able to achieve desired results.

Analysis/Report Out:

- The Superintendent has scheduled and begun holding Superintendent Circles monthly with student leadership.

- The District began scheduling mindset workshops for all staff, starting with the Superintendent's Conference Day.

- The District has clarified the role of the District-level Attendance Task Force in monitoring and supporting building systems of interventions for student attendance.

- The District provided a virtual introduction to newly hired staff that included information about ERCSD's Teacher Center opportunities.

- The District has received updates to the Master Scheduling Handbook, and meetings have been calendared.

- The District remains intentional with social media content to strengthen mindset and inform community and the public-

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

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.

Indicator of Success: Ongoing Evaluation and Continuous Improvement

Implementation Status: Green-Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District researched and selected Data Wise to frame data-driven decision making actions as it will enhance rather than supplant current school level practices (identify relevant data, comprehend data, interpret data, and apply data).

- The District scheduled and will administer benchmark assessments to all students, K-12, utilizing the Renaissance Star system, four times during the 2021-22 school year.

- The District closely monitors the instructional data from benchmark assessments to gather accurate information on the academic performance of students with disabilities and multilingual learners with the intent of adjusting instruction to enhance student achievement.

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

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

Indicator of Success: Effectively Managing Resources (inclusive of staffing, time, purposeful planning, and capacity building)

Implementation Status: <mark>Yellow-</mark>Implementation in Progress. The District has begun to implement the improvement activity, but implementation is not expected to be completed in a time to see the desired impact within the year. Some barriers to implementation / outcomes / spending exist; With adaptation/correction, the District will be able to achieve desired results.

Analysis/Report Out:

- The District is in the process of drafting protocols that will streamline the hiring process.

- The District is in the process of revising as appropriate the District and school level organizational charts to accurately reflect the instructional roles and responsibilities of leadership.

- The District is in the process of generating a chain of communication to further clarify roles, responsibilities, and staff to contact at various levels of need.

- The District has attended Educator Diversity Job Fairs to increase the District's ability to hire staff and educators from diverse backgrounds and to obtain additional bilingual teachers for content area subjects.

- The District is in the process of the reorganization of District roles. link

Strategy Implementation Activity 4.2.3 Provide all students access to a safe and inclusive learning environment.

Indicator of Success: Ensuring a Supportive Environment

Implementation Status: <mark>Green-</mark>Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The District has allotted funds for the hiring of security aides and lunch monitors at schools. Additionally, teacher aides, teaching assistants, and teachers have provided support for extended arrival and dismissal times for students dropped off due to the COVID-19 pandemic

Strategy Implementation Activity 4.2.4 Ensure that all students have equitable access to resources to better support schools

Indicator of Success: Establishing Schoolwide Practices and Policies/Procedures that support SEL

Implementation Status: <mark>Green-</mark>Implementation on Schedule. The District is on schedule to implement this improvement activity. Intended outcomes for this improvement strategy are expected to be met and work is on budget.

Analysis/Report Out:

- The appropriate District level staff is in the process of gathering input from school 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.

FISCAL IMPROVEMENT STRATEGIES

Topic	Strategy Implementation Activity	Date	Begin/ By	Improvement Strategy (Action Steps)	Implementation Status Quarter 1
Budget Development		10/01/2021	By (Annually)	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.	Green-The District began communication with principals about budget development in August 2021.
Budget Development		01/01/2022	By (Annually)	The Board shall review, and update as appropriate, its budget policies to ensure that they are compliant with applicable laws and regulations.	Green-The District is in the process of assessing Board policies to ensure they are compliant with applicable laws and regulations.
Budget Development		01/01/2022	By (Annually)	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.	Yellow-The District is in the process of assessing salary schedules, debt payment schedules, and all contractual obligations necessary to inform the development of the proposed budget for the 2022-23 fiscal year.
Budget Development		11/2021	By (Annually)	District staff shall provide the superintendent and the Board monthly with an estimate of the projected June 30 fund balance.	Red-The District is working on building capacity within the Business Office to assign such tasks. During Quarter 1, the 6/30/21 financials were not yet finalized. The District is in the

					process of developing the estimate of the projected June 30th fund balance analysis.

Budget Development		Fall 2021 (with the development of the 2022-2023 proposed budget)	Beginning	5. The District shall adopt the following policies and practices: o 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. o The proposed budget shall be based on a review of expenditure trends and projected expenses, as well as local and state revenue projections. o 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. o 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. o District staff shall be provided written guidance and procedures regarding budgetary objectives and budgetary procedures.	Green-The District is in the process of framing the budget development process for the 2022-23 fiscal year. The District will ensure all implementation strategies are executed timely.

				o The budget development process shall be informed by the guidance on budget development that the NYSED provides to the Monitors. o 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. o 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. o The proposed budget shall be aligned with the Plan. o The proposed budget shall take into account external factors that affect the projected tax base and enrollment numbers.	

Cash Flow Management		09/01/2021	Begin	6. 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.	This is an ongoing effort. The District has satisfactorily completed this ongoing activity. The District is developing cash flow management that will reconcile to the Treasurer's reports and internal financial software.
Budgeting Processes		10/01/2021	Begin	7. 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.	Green-During the Leadership Summit in August, District Administration ensured all principals and department leads had the resources they needed to participate actively in the development of their budgets. The District is working to ensure cross referencing of line-item expenditures is implemented per department and per budget code so that monies that are obligated are aligned with the District's long-term strategic academic goals.
Cash Flow/Fund Balance Management		11/01/2021	Begin	8. 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	The District is in the process of building internal capacity within the Business Office. The staffing is envisioned to be finalized by 1/3/2022. The District is working actively on developing the

				taken by the District and/or Board to address the changes.	quarterly reporting to the Board. The District will identify any significant changes to projected revenues and/or expenditures and will outline any actions that must be taken to address such changes.
Reimbursement Claiming Process		11/16/2021	Begin	4. 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.	The District is in the process of building internal capacity within the Business Office. The staffing is envisioned to be finalized by 1/3/2022. The District is actively working on implementing training for staff to ensure the District is maximizing revenue.
Reimbursement Claiming Process		11/30/2021	By	1. 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.	Yellow-The District has begun to implement the improvement activity. The District is actively working to 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 will include comparisons to other similar NYS school districts and will take into account the need for

					staffing levels to be sustainable over time.
Reimbursement Claiming Process		12/2021	By	3. 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.	Yellow-The District has begun to implement the improvement activity. The District is working on establishing a training schedule to ensure staff in the Office of Federal Funds are able to conduct any federally supported procurement in a manner consistent with the Uniform Grants Guidance and General Municipal Law.
Reimbursement Claiming Process		01/01/2022	By	2. 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.	Yellow-The District is in the process of building capacity within the Office of Federal Funds.
Expenditure (Internal Controls)		07/01/2021	By	The Assistant Superintendent for Business will ensure that all bid processes and specifications align with operational standards of practice and Government Accounting Standards.	Blue-The District's purchasing department has been working closely with District Leadership and the State appointed Fiscal Monitor to establish a schedule of services to bid. The District has

					developed a plan for bids to be included during the 2021-22 fiscal year and continuing in the foreseeable future.
Expenditure (Internal Controls)		10/01/2021	By	1. 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.	Green-The District is in the process of developing and disseminating an annual calendar of services to bid, which shall include the date of bid; the date of Board approval, and the effective date of service.
Expenditure (Internal Controls)		11/01/2021	By	3. 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	Blue-The District sent memos to all departments and school leaders in early September that reiterated the District's purchasing guidelines and specific policies relating to the proper and improper use of confirming purchase orders. Additionally, the District provided specific training to all school leaders during the "Leadership Summit" hosted in late August, prior to the commencement of school. The District has implemented monitoring procedures to minimize confirming purchase orders and will continue to

					provide oversight and training, as needed.
Expenditure (Internal Controls)		11/01/2021	By	4. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Expenditure (Internal Controls)		12/01/2021	By	5. 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.	Blue-The District has worked closely with the State appointed Fiscal Monitor to establish the training protocol for purchasing practices. The District has provided training to clerical staff at the building-level to ensure sound purchasing practices are in place.

Expenditure (Internal Controls)		01/01/2022	By	6. 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.	Yellow-The District is exploring this strategy with counsel to ensure progressive discipline can be implemented within the confines of each respective collective bargaining agreement.
Expenditure (Internal Controls)		2021-22	Begin (Annually)	7. 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.	Green-The District is working on reviewing the protocol for each shared service agreement to determine whether cost savings may be effectuated by having the District provide the services directly.
Long-Term Planning		02/01/2022	By	1. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Long-Term Planning		After adopting the External Audit Report		2. The Board shall adopt the revised and updated five-year fiscal plan and use it to inform budget development.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Organization Structure and Internal Operations Efficiencies		09/01/2021	By	4. The District shall create a budget development form that shall be used by Department leaders to input their expenditure requests.	Blue-The District has provided school leaders with a form to input expenditure requests. Such form will be used while creating

					the budget for the 2022-23 fiscal year.
Organization Structure and Internal Operations Efficiencies		09/01/2021	By (Annually)	5. 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.	Blue-The District provided each school leader with explicit instructions regarding their role in the budget development process and the timelines for deliverables. The District intends to monitor this as it continues to develop the 2022-23 budget.
Organization Structure and Internal Operations Efficiencies		11/16/2021 (Immediately)		1. The District shall ensure that all auditor suggestions, concerns, and areas for improvement, are resolved. All noted deficiencies are addressed and cured.	Red-. Upon completion of the external audit, the District will work to identify and address all auditor suggestions, concerns, and areas of improvement to ensure they are resolved timely and to ensure all noted deficiencies are addressed and cured.
Organization Structure and Internal Operations Efficiencies		06/30/2022	By	2. 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.	Yellow-The District is in the process of upgrading the current financial software package. The new financial software package shall be integrated with the systems used by the Human Resources Department. The Monitors will be allowed read

					only access to the new financial and personnel software.
Organization Structure and Internal Operations Efficiencies		06/30/2022	By	3. 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.	Yellow-The District is in the process of scheduling training for 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.
Organization Structure and Internal Operations Efficiencies		09/01/2021	Begin	6. The District shall implement updated procedures to alert residents of important updates and ensure residents have information with the greatest amount of notice.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Organization Structure and Internal Operations Efficiencies		03/01/2023	By	7. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.

Transportation		Spring 2022	By	2. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Transportation		01/2022	Begin (Annually)	1. The Transportation Department staff shall receive training from a NYSED-approved source in the procurement and safety rules that apply to transportation contracts.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Transportation		01/2022	By (Annually)	5. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Transportation		02//01/2022	By (Annually)	4. District staff shall submit to the Board a five-year projection of the costs of	Not Applicable. The improvement activity was not expected to be in implementation

				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. 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.	status during this period of the report.
Transportation		Spring 2022	By	3. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Facilities		10/31/2021	By	1. The Board shall appoint an appropriately certified Director of Facilities.	Yellow-The District has hired a new Director of Facilities who is anticipated to begin on

					12/16/2021.
Facilities		10/31/2021	By	4. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Facilities		12/31/2021	By	5. The District shall develop or adopt a rubric to be used to conduct quarterly inspections and assign grades to each facility.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Facilities		11/1/2021	Begin	6. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.

Facilities		11/01/2021	Begin	7. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Facilities		11/01/2021	Begin	8. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Facilities		12/31/2021	By	2. All budget lines in the Office of School Facilities shall be filled. All subsequent vacancies shall be filled within 60 days.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Facilities		12/31/2021	By	3. The Director of Facilities shall submit a plan to the superintendent for the supervision of the custodial, maintenance,	Not Applicable. The improvement activity was not expected to be in implementation

				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	status during this period of the report.
Facilities		01/01/2022	By	10. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Facilities		01/01/2022	By	11. The District shall ensure that space has been made available to meet all the facility needs of the District's 2022 summer school program.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.
Facilities		04/01/2022	By	9. 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.	Not Applicable. The improvement activity was not expected to be in implementation status during this period of the report.

Contracting Process		10/01/2021	Begin	3. 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.	Yellow-The District is working to ensure all expiring professional service contracts, including for legal, banking, accounting, and transportation service, are publicly bid at intervals of no more than three years.
Contracting Process		11/16/2021 (Immediately)	Begin	1. 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).	Blue-The District follows General Municipal Law and therefore prohibits 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).
Contracting Process		01/01/2022	Begin	2. 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.	Yellow-The District is working to ensure that Board members receive training on the roles and responsibilities of Board members in the contracting process.
Contracting Process		07/01/2021	By	4. The Purchasing Office shall review all contracts that expire during the next 12 months, including professional contracts, to	Blue-The District is working to ensure the Purchasing Office reviews all contracts that expire during the next 12 months,

				ensure that pricing reflects current marker costs.	including professional contracts, to ensure that pricing reflects current market costs.