

# East Ramapo Central School District

## Strategic Academic Plan

### Quarterly Report and Continuation Plan

Quarter 2 (Oct.-Dec.)

Quarter 3 (Jan. - Mar.)

Quarter 4 (Apr. - June)



**District:** East Ramapo Central School District

**District BEDS Code:** 500402060000

**Number of Students:** 9,235

**Grade Configuration:** Kindergarten to Grade 12

**Interim Superintendent:** Dr. Ray Giamartino

**Additional District Personnel** (*Responsible for Program Oversight and Report Validation*):

Ogechi Iwuoha, Assistant Superintendent for Curriculum and Instruction

Tamar Walker, Assistant Superintendent for Special Programs

Melissa Barrow, Assistant Superintendent for Special Programs, Evaluations, and Assessment

Dr. Augustina West, Interim Executive Director of Secondary Education

Dr. James Maddison, Interim Executive Director of Grants and Program Accountability

Dr. Daniel Shanahan, Interim 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



**Directions** –This document is intended to be completed by the District and serves as a self-assessment of the implementation and outcome of key strategies related to the *2020-2025 Strategic Academic Plan*. This document also serves as a quarterly reporting instrument. Responses must be directly aligned with the approved *2020-2025 Strategic Academic Plan*, and must include evidence or data used to make determinations.

1. For each strategy, explicitly define the 2020-2021 tasks/action items/deliverables to ensure successful implementation of the strategy, along with the frequency and individual/group leading the effort.
2. Identify the leading indicator data that has been used to monitor progress toward achieving the associated district priority goal during the most recent quarter.
3. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing demonstrable improvement and the impact on student learning at the end of the most recently completed quarter. Indicate the status by shading the status with the most appropriate color or by entering (G) “GREEN”; (Y) “YELLOW”; or (R) “RED” into the status box.

**Implementation Status Key**

|              |  |               |   |            |   |
|--------------|--|---------------|---|------------|---|
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |
|--------------|--|---------------|---|------------|---|

4. The District should respond to the *Analysis/Report Out* sections of this document by both analyzing and summarizing the key strategies of the quarter in light of their realized level of implementation and their impact on student learning outcomes.
5. The *Continuation Plan* sections are an opportunity for the District to present their proposed actions and modifications for the upcoming quarter. This is intended to create the framework by which the district, using its own summary analysis, transitions in a manner that represents continuous and comprehensive planning.



**Overall Status:**

Green

**X Yellow**

Red

**Executive Summary**

As an overview, the East Ramapo School District is scaffolding strategy development and attainment with the intention of ensuring that all areas are met and tracked. However, not all referenced strategy implementation areas will be completed at the same level or same time, as there are aspects that have not been put into place functionally. The district measured the extent to which each strategy has been attained from October 2020 to December 2020, comparing where the district was, at the baseline, versus current status.

The district’s educational strategies are organized under the 4 Four Pillars of our theory of action. Emphasis, this 2020-2021, was placed on ensuring that all students had access to technology-based devices to facilitate hybrid/virtual learning (Pillar 1) and the need to support the health and wellness of families, while assisting parents in navigating school and community resources (Pillar 2).

The district continues to monitor the physical education program and in keeping with the requirements of the IDEA Grant, has designated funds to address the disproportionately of white students in out-of-district placements. Emphasis has been placed on the continued growth of in-district programs and related services to foster and thus align the district’s continuum of services across grade-levels, feeder schools and buildings.

Local indicators were selected from NYSED’s data dictionary of demonstrable improvement indicators and sub-tenets from the Diagnostic Tool for School and District Effectiveness (DTSDE) framework.

To close, efforts towards meeting said implementation strategies are in line with the 2020-2021 District Comprehensive Improvement Plan.



Part I –Improvement Indicators

**Pillar 1: High Expectations for Teaching and Learning**

| <b>Educational Strategy 1.1:</b> Strengthen the <b>alignment</b> of curriculum, assessment, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans (T1, L1, O1). <i>Strategic Plan Goal Alignment: 1, 4</i> |           |                                 |  |   |
|--|-----------|---------------------------------|--|---|
| 2020-2021 Strategy Implementation Activity   |           |                                 |  |   |
| <i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i>   |           |                                 |  |   |
| Curriculum: Operationalize a viable curriculum in the area of ELA and Math   |           |                                 |  |   |
| Assessment/Responsive Intervention: Use of criteria- and norm-referenced assessments to progress monitor to inform multi-tiered student support and determine student growth towards proficiency   |           |                                 |  |   |
| Instruction: 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   |           |                                 |  |   |
| Instructional Materials: Access to digital instructional materials that align to standards-based common curriculum and provide tiered support, ensuring a defined level of consistency across the district   |           |                                 |  |   |
| Technology: 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  |           |                                 |  |   |
| Indicator  | Base-line | Target                          | Analysis / Report Out  | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i>   |
| Curriculum Coherence and Progression-<br><i>progress demonstrated by student academic achievement</i><br><br><b>Status: (G/Y/R)</b>  | N/A       | <b>Star Early Literacy-Fall</b> | K-8 EL Education and Eureka Math curriculum were appropriately modified for the 2020-2021 school year to account for unfinished learning during the 2019-2020 school year and use of technology. The focus was on priority standards and requisite skills. | In addition to cohesive use of key elements of EL Education ELA and Eureka Math curriculum by K-8 teachers, lay out a timeline to operationalize a viable curriculum map across all grades in ELA and Math using a common format communicated to all. Next Generation Learning Standards Readiness -use of language of NGLS in learning targets K-12 Curriculum Mapping and Unit Planning |



|                   |              | <p>Kindergarten<br/>Late<br/>Emergent<br/>(SS 488-513) or 55%<br/>above 25th<br/>Percentile</p> <p>Grade 1<br/>Late<br/>Emergent<br/>(SS 642-657) or 55%<br/>above the<br/>25th<br/>Percentile</p> <p>Grade 2<br/>Transitional<br/>(SS 765-744) or 55%<br/>above the<br/>25th<br/>Percentile</p> <p><b>Star<br/>Reading</b><br/>33% at or<br/>above<br/>Levels 3 &amp; 4</p> | <p><u>Star Longitudinal Report- link <a href="#">Reading/Math</a></u><br/>The linked tables show Reading and Math data for the students in all district schools and grades, tracking the performance of the same group of students over 3 years as they advance through each grade. The PR score is derived from the latest test. Only students enrolled in the current year are included in the report; students from prior years who have not been unenrolled are not included. Review of data of the same grade over multiple years provides insights into the alignment of instructional materials, curriculum and intervention strategies of grade levels. Focusing on cross-sectional data, the percentage of students above the 25th percentile in most grades over 2-3 years remains consistent. There was noticeable variation in grade 3 and secondary grades 9-12.</p> | <p>Moving forward performance and growth metrics for all students including subgroups will be pulled from Schoolzilla dashboards to provide deeper insights into how the district is performing.</p> <p>Work to obtain the literacy classifications to better align with Goal 1 of the Strategic Plan</p> <p><u>Star Early Literacy Classification- Fall Benchmark 1</u></p> <table border="1" data-bbox="1377 740 1965 1068"> <thead> <tr> <th>Grade (#students)</th> <th>EE (300-487)</th> <th>LE (488-674)</th> <th>T (675-774)</th> <th>P (775-900)</th> </tr> </thead> <tbody> <tr> <td>K ()</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1 ()</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 ()</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Grade (#students) | EE (300-487) | LE (488-674) | T (675-774) | P (775-900) | K () |  |  |  |  | 1 () |  |  |  |  | 2 () |  |  |  |  |
|-------------------|--------------|--|---|--|-------------------|--------------|--------------|-------------|-------------|------|--|--|--|--|------|--|--|--|--|------|--|--|--|--|
| Grade (#students) | EE (300-487) | LE (488-674)   | T (675-774)   | P (775-900)  |                   |              |              |             |             |      |  |  |  |  |      |  |  |  |  |      |  |  |  |  |
| K ()              |              |  |   |  |                   |              |              |             |             |      |  |  |  |  |      |  |  |  |  |      |  |  |  |  |
| 1 ()              |              |  |   |  |                   |              |              |             |             |      |  |  |  |  |      |  |  |  |  |      |  |  |  |  |
| 2 ()              |              |  |   |  |                   |              |              |             |             |      |  |  |  |  |      |  |  |  |  |      |  |  |  |  |



|                   |                  | <p><b>Star Math</b><br/>29% at or above<br/>Levels 3 &amp; 4</p> | <p>To answer the questions, “What percentage of students are meeting the benchmark?,” the Star Early Literacy, Reading, Math Fall Benchmark 1 were reviewed.</p> <p><u>Star Early Literacy- Fall Benchmark 1</u></p> <table border="1" data-bbox="741 483 1325 971"> <thead> <tr> <th>Grade (#students)</th> <th>Avg Scaled Score</th> <th>Literacy Classification</th> <th>Above 25th Percentile</th> </tr> </thead> <tbody> <tr> <td>K (683)</td> <td>547</td> <td>Late Emergent Reader</td> <td>59%</td> </tr> <tr> <td>1 (733)</td> <td>577</td> <td>Late Emergent Reader</td> <td>37%</td> </tr> <tr> <td>2 (707)</td> <td>612</td> <td>Late Emergent Reader</td> <td>15%</td> </tr> </tbody> </table> <p>The following literacy classification were used</p> <ul style="list-style-type: none"> <li>● Early Emergent Reader (SS300–487)</li> <li>● Late Emergent Reader (SS488–674)</li> <li>● Transitional Reader (SS675–774)</li> <li>● Probable Reader (SS775–900)</li> </ul> | Grade (#students) | Avg Scaled Score | Literacy Classification | Above 25th Percentile | K (683) | 547 | Late Emergent Reader | 59% | 1 (733) | 577 | Late Emergent Reader | 37% | 2 (707) | 612 | Late Emergent Reader | 15% |  |
|-------------------|------------------|--|--|-------------------|------------------|-------------------------|-----------------------|---------|-----|----------------------|-----|---------|-----|----------------------|-----|---------|-----|----------------------|-----|--|
| Grade (#students) | Avg Scaled Score | Literacy Classification  | Above 25th Percentile  |                   |                  |                         |                       |         |     |                      |     |         |     |                      |     |         |     |                      |     |  |
| K (683)           | 547              | Late Emergent Reader   | 59%  |                   |                  |                         |                       |         |     |                      |     |         |     |                      |     |         |     |                      |     |  |
| 1 (733)           | 577              | Late Emergent Reader   | 37%  |                   |                  |                         |                       |         |     |                      |     |         |     |                      |     |         |     |                      |     |  |
| 2 (707)           | 612              | Late Emergent Reader   | 15%  |                   |                  |                         |                       |         |     |                      |     |         |     |                      |     |         |     |                      |     |  |



|                    |               |           | <p>The average scaled score for K-2 students who took the test falls within the classification of late emergent readers. In the development of reading ability, a late emergent reader can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student in this stage is likely reading picture books and familiar words around the home. Of the three grades, kindergarten falls within the scaled score expectation for this time in the school year.</p> <p><u>Star Fall Benchmark 1: Grade 3-8 Proficiency Levels</u></p> <table border="1" data-bbox="741 813 1354 1224"> <thead> <tr> <th data-bbox="741 813 919 1027">Grades (#students)</th> <th data-bbox="919 813 1108 1027">Participation</th> <th data-bbox="1108 813 1241 1027">% Level 2</th> <th data-bbox="1241 813 1354 1027">% Level 3&amp;4</th> </tr> </thead> <tbody> <tr> <td data-bbox="741 1027 919 1149">Reading</td> <td data-bbox="919 1027 1108 1149">86%</td> <td data-bbox="1108 1027 1241 1149">24%</td> <td data-bbox="1241 1027 1354 1149">22%</td> </tr> <tr> <td data-bbox="741 1149 919 1224">Math</td> <td data-bbox="919 1149 1108 1224">84%</td> <td data-bbox="1108 1149 1241 1224">20%</td> <td data-bbox="1241 1149 1354 1224">20%</td> </tr> </tbody> </table> | Grades (#students) | Participation | % Level 2 | % Level 3&4 | Reading | 86% | 24% | 22% | Math | 84% | 20% | 20% |  |
|--------------------|---------------|-----------|--|--------------------|---------------|-----------|-------------|---------|-----|-----|-----|------|-----|-----|-----|--|
| Grades (#students) | Participation | % Level 2 | % Level 3&4  |                    |               |           |             |         |     |     |     |      |     |     |     |  |
| Reading            | 86%           | 24%       | 22%  |                    |               |           |             |         |     |     |     |      |     |     |     |  |
| Math               | 84%           | 20%       | 20%  |                    |               |           |             |         |     |     |     |      |     |     |     |  |



|   |               |           | <p><u>Star Fall Benchmark 1: Grade 9-12 Proficiency Levels</u></p> <table border="1" data-bbox="743 375 1344 699"> <thead> <tr> <th>Grades</th> <th>Participation</th> <th>% Level 2</th> <th>% Level 3&amp;4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>26%</td> <td>35%</td> </tr> <tr> <td>Math</td> <td>48%</td> <td>23%</td> <td>35%</td> </tr> </tbody> </table> <p>The Renaissance Star Consolidated State Performance Report was used to forecast Reading and Math student performance levels for upcoming state tests. Projected levels of achievement on the Star Fall assessments demonstrates upward movement. However, the set targets were not met in all grades.</p> | Grades  | Participation | % Level 2 | % Level 3&4 | Reading | 60% | 26% | 35% | Math | 48% | 23% | 35% |  |
|---|---------------|-----------|---|---|---------------|-----------|-------------|---------|-----|-----|-----|------|-----|-----|-----|--|
| Grades  | Participation | % Level 2 | % Level 3&4   |   |               |           |             |         |     |     |     |      |     |     |     |  |
| Reading   | 60%           | 26%       | 35%   |   |               |           |             |         |     |     |     |      |     |     |     |  |
| Math  | 48%           | 23%       | 35%   |   |               |           |             |         |     |     |     |      |     |     |     |  |
| <p>Academic Progress-demonstrated by readiness in key transitional grades</p> | <p>N/A</p>    |           | <p><u>Star SAT Readiness</u><br/>The table depicts whether students are on track to reach college and career readiness benchmarks on the SAT assuming the SAT test is administered in April in grade 11 or later. On track estimates are determined by a comparison of students' scores from their most recent Star Reading test to month-specific benchmarks.</p>  | <p>An additional indicator, academic progress of students, will include to monitor student progress toward graduation/promotion in key transitional grades (K, 3, 6, 8, 9-12)</p> |               |           |             |         |     |     |     |      |     |     |     |  |





|   |     |                   | Grade  | Student/<br>Total | Percent |  |  |
|---|-----|-------------------|--|-------------------|---------|--|--|
|   |     |                   | 9  | 96/182            | 53%     |  |  |
|   |     |                   | 10   | 22/101            | 22%     |  |  |
|   |     |                   | 11   | 28/76             | 37%     |  |  |
|   |     |                   | 12   | 29/99             | 29%     |  |  |
| Ongoing Evaluation and Continuous Improvement-<br><i>progress demonstrated by student participation in interim assessment</i> | N/A | 80% participation | Star CAT Interim Assessments administered 3 times during the 2020-2021 school year |                   |         | Expand student participation to include grade bands K-2, 3-8, and 9-12 |  |
|   |     |                   | <u>Grade 3-8 Star Renaissance Participation</u><br>Reading: 86%<br>Math: 84%       |                   |         |  |  |
|   |     |                   |  |                   |         |  |  |

Status: (G/Y/R)



| <p>Staff Collaboration and Support-progress demonstrated by professional development structures and systems</p> <p>Status: (G/Y/R)</p> | <p>N/A</p>  | <p>Make Progress</p> | <p><u>District-level Professional Development</u></p> <table border="1" data-bbox="741 337 1253 777"> <thead> <tr> <th>Month</th> <th># Offerings</th> <th>Time (Hours)</th> </tr> </thead> <tbody> <tr> <td>October</td> <td>19</td> <td>14.5</td> </tr> <tr> <td>November</td> <td>2</td> <td>3</td> </tr> <tr> <td>December</td> <td>1</td> <td>1.5</td> </tr> <tr> <td>Total</td> <td>22</td> <td>19</td> </tr> </tbody> </table> <p><u>School-level Professional Development</u><br/>                     Year to date totals since 10.1.2020<br/>                     # of Offerings: 439<br/>                     Accumulated Hours: 560.9</p> <p><u>Monthly Principal Meetings</u><br/>                     October 7, 2020<br/>                     November 4, 2020<br/>                     December 2, 2020</p> <p><u>Weekly Academic Standards Facilitator (ASF) Meetings</u><br/>                     October: 10/1/2020, 10/2/2020, 10/8/2020, 10/22/2020, 10/28/2020<br/>                     November: 11/5/2020, 11/19/2020<br/>                     December: 12/3/2020<br/>                     January: 1/21/2021</p> | Month | # Offerings | Time (Hours) | October | 19 | 14.5 | November | 2 | 3 | December | 1 | 1.5 | Total | 22 | 19 |  |
|--|-------------|----------------------|--|-------|-------------|--------------|---------|----|------|----------|---|---|----------|---|-----|-------|----|----|--|
| Month  | # Offerings | Time (Hours)         |  |       |             |              |         |    |      |          |   |   |          |   |     |       |    |    |  |
| October  | 19          | 14.5                 |  |       |             |              |         |    |      |          |   |   |          |   |     |       |    |    |  |
| November   | 2           | 3                    |  |       |             |              |         |    |      |          |   |   |          |   |     |       |    |    |  |
| December   | 1           | 1.5                  |  |       |             |              |         |    |      |          |   |   |          |   |     |       |    |    |  |
| Total  | 22          | 19                   |  |       |             |              |         |    |      |          |   |   |          |   |     |       |    |    |  |



|  |     |               |  |  |
|--|-----|---------------|--|--|
|  |     |               | <p>February: 2/11/2021, 2/18/2021, 2/25/2021,<br/>March: 3/4/2021</p> <p><u>School-level PLC</u><br/>Professional Learning Community (PLC) meetings play a central function as dedicated and structured time within the master schedule. 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</p> |  |
| <p>Activities and Materials-<br/><i>progress demonstrated by procurement and distribution of digital tools for hybrid and remote instruction</i></p> <p><b>Status: (G/Y/R)</b></p> | N/A | Make Progress | <p>The district secured instructional technologies, specifically Chromebooks and hotspots, required for teaching and learning. As of December 31st:</p> <ul style="list-style-type: none"> <li>● Total # of Chromebooks in District: 11,032</li> <li>● Total # of Chromebooks Distributed: 7,422 (<i>includes device replacements</i>)</li> <li>● Total # of Hotspots in District: 2,458 (<i>includes devices from T-Mobile Project 10M Grant</i>)</li> <li>● Total # of Hotspots Distributed: 721</li> <li>● Total # of webcams Distributed : 500</li> </ul>  |  |



|  |     |                         |  |   |
|--|-----|-------------------------|--|---|
|  |     |                         | <p>Implementation of instructional technology tools, namely utilized throughout the district-<a href="#">link</a></p> <p>Technology adherence to Ed Law 2-D to address remote learning needs-<a href="#">link</a></p> <p>Operating system upgrade of classroom desktops to MS windows 10 in order to be compliant and supported with the latest windows patches.</p>   |   |
| <p>Targeted Strategies for Diverse Learners-<br/><i>progress demonstrated by increase in Schoology teacher monthly usage</i></p> <p><b>Status: (G/Y/R)</b></p> | N/A | <p>teachers &gt;700</p> | <p><u>Schoology Analytics: Teacher Usage</u><br/>Schoology is the district’s unified learning management tool to engage students using one common system for remote or in-person learning. It integrates 200+ educational tools and platforms and allows for written exchange amongst students and teachers. The district’s long term goal is to leverage Schoology platform to help educators reimagine the classroom environment- <a href="#">link</a></p> <p>Data for teacher users that have logged in at least once a month were collected:</p> <p>October: 782<br/>November: 729<br/>December: 708</p> | <p>Work to gather data that reflect average daily or weekly usage for unique users.</p> |



|              |  |               |  |            |   |
|--------------|--|---------------|--|------------|---|
|              |  |               | Classlink analytics show an average of 3,609 unique launches of Schoology per month by students. This suggests that over a third of students are logging into Schoology each month through Classlink to receive guidance from a teacher. |            |   |
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.  | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



| <p><b>Educational Strategy 1.2:</b> 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).<br/> <i>Strategic Plan Goal Alignment: 2, 3, 5</i></p> |           |        |  |   |
|--|-----------|--------|--|---|
| <p>2020-2021 Strategy Implementation Activity<br/> <i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i></p>  |           |        |  |   |
| <p>Operationalize structures and systems student engagement and ownership in remote and in-person settings</p>   |           |        |  |   |
| <p>Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades</p>  |           |        |  |   |
| <p>Operationalize structures and systems to continuously monitor progress of grade 7-12 students on track for on-time graduation</p>   |           |        |  |   |
| Identify Indicator   | Base-line | Target | Analysis / Report Out  | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| <p>Chronic Absenteeism (% chronic, % at-risk)</p> <p><b>Status: (G/Y/R)</b></p>  | N/A       | 24%    | <p><u>Chronic Absenteeism</u><br/>                     November 23, 2020-December 31, 2020:<br/>                     4,117 students</p> <p>This group reflects students who have missed 10% or more of their enrolled days.</p> <p>Revised <a href="#">Attendance Policy 5100</a> BoE Approved</p> <p>Establish Attendance Task Force comprised of district leaders and building leaders</p> |   |
| <p>Student Average Daily Attendance</p> <p>Status: (G/Y/R)</p>   | N/A       | 70%    | <p><u>Average Daily Attendance</u><br/>                     November 23, 2020-December 31, 2020:<br/>                     81.6%</p> <p>The average daily attendance data data reflects student attendance rates during this</p>  |   |



|                                       |  |               |   |  |
|---------------------------------------|--|---------------|---|--|
|                                       |  |               | 19 day cohort rotation period inclusive of both in-person and remote attendance   |  |
| Suspensions<br><b>Status: (G/Y/R)</b> | N/A  | <%2           | <u>Out of School Suspensions</u><br>November 23, 2020-December 31, 2020:<br>0%<br><br>October: 0<br>November: 0<br>December: 0          |  |
| <b>Green</b>                          | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



| <b>Educational Strategy 1.3:</b> Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning (O2).<br><i>Strategic Plan Goal Alignment: 3</i> |           |               |   |   |
|--|-----------|---------------|---|---|
| 2020-2021 Strategy Implementation Activity<br><i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i>         |           |               |   |   |
| Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning   |           |               |   |   |
| Identify Indicator   | Base-line | Target        | Analysis / Report Out   | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| Activities and Materials-<br><i>progress demonstrated by procurement and distribution of digital tools for hybrid and remote instruction</i><br><br>Status: (G/Y/R)                      | N/A       | Make Progress | The district secured instructional technologies, specifically Chromebooks and hotspots, required for teaching and learning. As of December 31st: <ul style="list-style-type: none"> <li>● Total # of Chromebooks in District: 11,032</li> <li>● Total # of Chromebooks Distributed: 7,422 (<i>includes device replacements</i>)</li> <li>● Total # of Hotspots in District: 2,458 (<i>includes devices from T-Mobile Project 10M Grant</i>)</li> <li>● Total # of Hotspots Distributed: 721</li> <li>● Total # of webcams Distributed : 500</li> </ul> Implementation of instructional technology tools in adherence to Ed Law 2-D to address remote learning needs- <a href="#">link</a> |   |





Operating system upgrade of classroom desktops to MS windows 10 in order to be compliant and supported with the latest windows patches.

Established building-level Distribution Team charged with managing device distribution following common protocols, seen in image below.

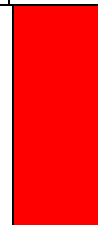
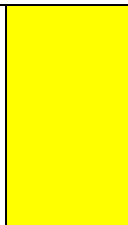
**East Ramapo Central School District**  
Managing Device Distribution Within Your Building

- STEP 1: The Distribution Team**  
Identify a group of staff members within your building that will distribute devices under the supervision of building administration.
- STEP 2: Training Your Team**  
Share the database & forms with the distribution team.
- STEP 3: Communication**  
Contact families in need based on the list provided by building, & arrange appointments for pick-up.
- STEP 4: The Forms**  
Parents must sign the loan agreement & virtual conferencing consent form.
- STEP 5: Distribution**  
Use the database to assign a device to each student.
- STEP 6: Parent Resources**  
Provide parents with resources including the Chromebook & Device Handbook.
- STEP 7: Monitor & Manage**  
With your team, continuously manage & monitor your building database by making periodic updates including returns & damages.

**Important Links & Forms**  
(Click on the image to access materials)

- Distribution Team
- Device Loan Agreement (Chromebook & Tablet)
- Chromebook Handbook
- Student LYTIC Handbook
- Virtual Conferencing Consent Form
- Teacher LYTIC Request
- Connecting to your mobile hotspot
- Process for Distribution
- Student Access Cheat Sheet
- Family University Resources
- Tablet Educator Request Information

Development of Device Database to collect data related to distribution, inventory and monitoring of individual devices for all students and staff





|              |  |               |   |            |   |
|--------------|--|---------------|---|------------|---|
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |
|--------------|--|---------------|---|------------|---|



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

| <b>Educational Strategy 2.1:</b> Enhance parental engagement in student success through training, collaboration, and communication (T3, L3, O3). <i>Strategic Plan Goal Alignment: 2, 3</i> |           |   |   |                    |   |
|---|-----------|---|---|--------------------|---|
| 2020-2021 Strategy Implementation Activity  |           |   |   |                    |   |
| <i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i>  |           |   |   |                    |   |
| Enhance parental engagement in student success through training, collaboration, and communication   |           |   |   |                    |   |
| Identify Indicator  | Base-line | Target  | Analysis / Report Out                   |                    | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| Family and Community Engagement<br><br><b>Status: (G/Y/R)</b>   | N/A       | Monthly   | Family University- <a href="#">link</a> |                    | Family University sessions moving forward will include polls to ascertain participate perception  |
|   |           |   | Date                                    | Total Participants |   |
|   |           |   | November 18, 2020                       | 65                 |   |
|   |           |   | November 19, 2020                       | 284                |   |
|   |           |   | November 20,2020                        | 358                |   |
|   |           |   | November 21, 2020                       | 235                |   |
|   |           |   | November 22, 2020                       | 215                |   |
|   |           | The district continues to develop and host targeted Family University sessions and is garnering sustained engagement that has allowed parents and students to engage in English, Haitian Creole and Spanish. held four (4) additional Family University sessions, September 9, 16, 23, and 30 with 239, 128, 56, and 91 participants, respectively. |   |                    |   |



|              |  |               |   |            |   |
|--------------|--|---------------|---|------------|---|
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |
|--------------|--|---------------|---|------------|---|



|  |           |               |   |                    |
|--|-----------|---------------|---|--------------------|
| <b>Educational Strategy 2.2:</b> Educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students (T3, L3, O3). <i>Strategic Plan Goal Alignment: 2, 3</i> |           |               |   |                    |
| 2020-2021 Strategy Implementation Activity   |           |               |   |                    |
| <i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i>   |           |               |   |                    |
| Enhance parental engagement in student success through training, collaboration, and communication  |           |               |   |                    |
| Identify Indicator   | Base-line | Target        | Analysis / Report Out   |                    |
|  |           |               | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |                    |
| Family and Community Engagement<br><br><b>Status: (G/Y/R)</b>  | N/A       | Make progress | Family University- <a href="#">link</a>   |                    |
|  |           |               | Date  | Total Participants |
|  |           |               | November 18, 2020   | 65                 |
|  |           |               | November 19, 2020   | 284                |
|  |           |               | November 20,2020  | 358                |
|  |           |               | November 21, 2020   | 235                |
|  |           |               | November 22, 2020   | 215                |
|  |           |               | <u>Superintendent Community Circle Dates</u><br>November: 4<br>December: 16<br><br>Family Resource Coordinators conducted district-wide events to support families-<br><a href="#">link</a>                     |                    |



|              |  |               | Date  | Event   |            |   |
|--------------|--|---------------|---|---|------------|---|
|              |  |               | September 11, 2020  | Back to School Fair   |            |   |
|              |  |               | September 21, 2020  | Parental Involvement Engagement Virtual Information Session |            |   |
|              |  |               | October 23, 2020  | Chromebook Distribution and Support                         |            |   |
|              |  |               | December 19, 2020   | Annual Holiday Feast  |            |   |
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. |   | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



| <p><b>Educational Strategy 2.3:</b> 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 (T3, L3, O3). <i>Strategic Plan Goal Alignment: 2, 3</i></p> |           |              |  |   |
|---|-----------|--------------|--|---|
| <p>2020-2021 Strategy Implementation Activity<br/> <i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i></p>   |           |              |  |   |
| <p>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</p>   |           |              |  |   |
| Identify Indicator  | Base-line | Target       | Analysis / Report Out  | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| Family and Community Engagement<br><br><b>Status: (G/Y/R)</b>   | N/A       | Twice a year | <p><u>Parent Teacher Conference</u><br/>December 18, 2020 and March 12, 2021 calendared Parent Teacher Conference days</p> <p><u>Joint Student Circle Meeting</u><br/>October: 14, 28<br/>December: 9</p> <p><u>District-wide Instructional Technology Platforms</u><br/>Three instructional platforms were secured for district-wide use to support communication between home and school:</p> <ol style="list-style-type: none"> <li>1. 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</li> </ol> |   |



|          |           |               | <p>2. 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</p> <p>3. Schoology is the district’s unified learning management tool to engage students using one common system for remote or in-person learning. It integrates 200+ educational tools and platforms and allows for written exchange amongst students and teachers</p> <p><u>Remind Analytics-Messages Sent</u></p> <table border="1" data-bbox="699 849 1289 1235"> <thead> <tr> <th>Month</th> <th>Messages</th> <th>Conversations</th> <th>Announcements</th> </tr> </thead> <tbody> <tr> <td>October</td> <td>1,533,634</td> <td>453,952 (30%)</td> <td>1,079,682 (70%)</td> </tr> <tr> <td>November</td> <td>1,816,362</td> <td>281,883 (16%)</td> <td>1,534,479 (84%)</td> </tr> <tr> <td>December</td> <td>1,447,801</td> <td>235,216 (16%)</td> <td>1,212,585 (84%)</td> </tr> </tbody> </table> | Month | Messages | Conversations | Announcements | 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%) |  |
|----------|-----------|---------------|--|-------|----------|---------------|---------------|---------|-----------|---------------|-----------------|----------|-----------|---------------|-----------------|----------|-----------|---------------|-----------------|--|
| Month    | Messages  | Conversations | Announcements  |       |          |               |               |         |           |               |                 |          |           |               |                 |          |           |               |                 |  |
| 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%)  |       |          |               |               |         |           |               |                 |          |           |               |                 |          |           |               |                 |  |





|          |          |         | <p><u>Remind Analytics-Messages Received by Students and Parents</u></p> <table border="1"> <thead> <tr> <th>Month</th> <th>Students</th> <th>Parents</th> </tr> </thead> <tbody> <tr> <td>October</td> <td>10,840</td> <td>8,688</td> </tr> <tr> <td>November</td> <td>11,427</td> <td>8,912</td> </tr> <tr> <td>December</td> <td>11,361</td> <td>8,722</td> </tr> </tbody> </table> | Month | Students | Parents | October | 10,840 | 8,688 | November | 11,427 | 8,912 | December | 11,361 | 8,722 |  |
|----------|----------|---------|--|-------|----------|---------|---------|--------|-------|----------|--------|-------|----------|--------|-------|--|
| Month    | Students | Parents |  |       |          |         |         |        |       |          |        |       |          |        |       |  |
| October  | 10,840   | 8,688   |  |       |          |         |         |        |       |          |        |       |          |        |       |  |
| November | 11,427   | 8,912   |  |       |          |         |         |        |       |          |        |       |          |        |       |  |
| December | 11,361   | 8,722   |  |       |          |         |         |        |       |          |        |       |          |        |       |  |

|              |  |               |   |            |   |
|--------------|--|---------------|---|------------|---|
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |
|--------------|--|---------------|---|------------|---|



**Pillar 3: Results-Focused Professional Learning & Collaboration**

| <p><b>Educational Strategy 3.1:</b> 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 (T3, L4, O4) <i>Strategic Plan Goal Alignment: 1, 4, 5</i></p> |            |                      |   |             |   |  |  |
|---|------------|----------------------|---|-------------|---|--|--|
| <p>2020-2021 Strategy Implementation Activity<br/> <i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i></p>   |            |                      |   |             |   |  |  |
| <p>Provide ongoing professional development and instructional coaching</p>  |            |                      |   |             |   |  |  |
| Identify Indicator  | Base-line  | Target               | Analysis / Report Out                                 |             | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |  |  |
| <p>Staff Collaboration and Support-<i>progress demonstrated by professional development structures and systems</i></p> <p>Status: (G/Y/R)</p>   | <p>N/A</p> | <p>Make progress</p> | <p><u>District-level Professional Development</u></p> |             |   | <p>Foundational Five- use of Learning Walk Tool or Teacher Observation Tool to monitor teacher planning and delivery of content.</p> |  |
|   |            |                      | Month   | # Offerings | Time (Hours)  |  |  |
|   |            |                      | October   | 19          | 14.5  |  |  |
|   |            |                      | November  | 2           | 3   |  |  |
|   |            |                      | December  | 1           | 1.5   |  |  |
|   |            |                      | Total   | 22          | 19  |  |  |
|   |            |                      | <p><u>School-level PLC</u></p>                        |             |   |  |  |



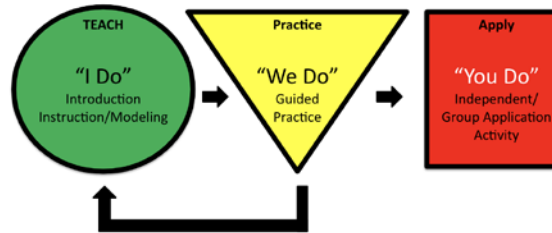
|              |  |               |   |            |  |
|--------------|--|---------------|---|------------|--|
|              |  |               | <p>PLC structure formally in the master schedule for teacher team meetings that allow teachers to meet across grade levels, content areas, and subgroups to review student work, assess the effectiveness of instructional activities, and identify specific ways in which lessons can be improved.</p> <p>Year to date totals since 10.1.2020<br/>                 # of Offerings: 439<br/>                 Accumulated Hours: 560.9033333</p> |            |  |
| <b>Green</b> | <p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p> | <b>Yellow</b> | <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>  | <b>Red</b> | <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> |



| <p><b>Educational Strategy 3.2:</b> Provide continuous professional learning, coaching, and support to principals and school instructional leadership teams to accelerate their proficiency relative to the five <i>Leverage Leadership Competencies</i> (L4, O4). <i>Strategic Plan Goal Alignment: 1, 4, 5</i></p> |           |               |  |   |
|--|-----------|---------------|--|---|
| <p>2020-2021 Strategy Implementation Activity</p> <p><i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i></p>  |           |               |  |   |
| <p>Provide ongoing professional development and instructional coaching</p>   |           |               |  |   |
| Identify Indicator   | Base-line | Target        | Analysis / Report Out  | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| <p>Staff Collaboration and Support-<i>progress demonstrated by professional development structures and systems</i></p> <p>Status: (G/Y/R)</p>  | N/A       | Make progress | <p><u>District-level Professional Development</u></p> <p>Professional learning for district and school level leaders was initiated in August of 2020 and continued through September to meet the demand for a working knowledge of the digital tools and competencies needed for this unique school year. For example, one session focused on translating the explicit instructional model of “I do, We do, You do” to illustrate what synchronous learning time will look like for student learning in-person and remote:</p> |   |



### ERCSD Explicit Instruction Teaching and Learning Lesson Cycle



| I DO<br>10 mins  | WE DO<br>10 mins   | YOU DO TOGETHER<br>45 mins (15 mins x 3 rotations)  | LESSON CLOSURE •<br>YOU DO INDEPENDENTLY<br>5 mins  |
|--|--|---|---|
| Learning target is clearly communicated in writing and verbally. Teacher models application of new content, starting in skill to modeling strategy in skill to modeling strategy. Live lessons incorporate slides and videos to make thinking visible, present content in chunks/segments to maintain a steady pace to enable students at home to process. | Teacher guided step-by-step practice with students. Appropriate comprehension supports towards meeting the learning target are used (e.g. pictures, handouts, nonverbal cues, Teaching monitors, concept maps, checklists, maps, annotations). Teacher monitors and provide specific feedback/check for understanding. Re-state learning target. Invite all home students as called on, specifically Cohort D. | Small Group Practice<br>Schedules small group (pairings of verbal + non-verbal students) for collaborative practice of skill or content connected explicitly to the learning target. Teacher monitors and provides specific feedback/check for understanding. | Targeted Guided Group (Inhabited targeted small group (pairings of verbal + non-verbal students) for guidance and instruction in skill or content connected explicitly to the learning target. Provide high levels of prompting by asking students who have not mastered the skill/strategies all of the steps and/or what needs to be done. Teacher monitors and provides specific feedback/check for understanding. |

### Monthly Principal Meetings

- October 7, 2020
- November 4, 2020
- December 2, 2020



|              |  |               |   |            |   |
|--------------|--|---------------|---|------------|---|
|              |  |               | <p><u>Weekly Academic Standards Facilitator (ASF) Meetings</u><br/>                 October: 10/1/2020, 10/2/2020, 10/8/2020, 10/22/2020, 10/28/2020<br/>                 November: 11/5/2020, 11/19/2020<br/>                 December: 12/3/2020<br/>                 January: 1/21/2021<br/>                 February: 2/11/2021, 2/18/2021, 2/25/2021,<br/>                 March: 3/4/2021</p> |            |   |
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.   | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



| <p><b>Educational Strategy 3.3:</b> 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, L4, O4). <i>Strategic Plan Goal Alignment: 1, 4, 5</i></p> |           |               |  |   |
|---|-----------|---------------|--|---|
| <p>2020-2021 Strategy Implementation Activity</p> <p><i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i></p>   |           |               |  |   |
| <p>Implement high-functioning structures and processes to strengthen growth mindset</p>   |           |               |  |   |
| Identify Indicator  | Base-line | Target        | Analysis / Report Out  | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| <p>Culture and Climate of Success</p> <p><b>Status: (G/Y/R)</b></p>   | N/A       | Make progress | <p><u>Points of Pride-link</u></p> <p>The Superintendent communicates an unwavering belief in the potential of all students through weekly Points of Pride. The Superintendent supports shared ownership and responsibility of district goals by elevating the voice of staff and students to speak to their accomplishments.</p> <p><u>School-level PLC</u></p> <p>PLC structure formally in the master schedule for teacher team meetings that allow teachers to 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.</p> |   |



|              |  |               |  |            |  |
|--------------|--|---------------|--|------------|--|
|              |  |               | <p>Year to date totals since 10.1.2020<br/>                 # of Offerings: 439<br/>                 Accumulated Hours: 560.9033333</p> <p>Dedicated time in master schedule for explicit social emotional learning with students.</p> |            |  |
| <b>Green</b> | <p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p> | <b>Yellow</b> | <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>   | <b>Red</b> | <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> |





**Pillar 4: Data-Informed Efficient and Effective Systems**

|   |           |                      |  |   |
|---|-----------|----------------------|--|---|
| <p><b>Educational Strategy 4.1:</b> Implement a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents (T5, L5, O5). <i>Strategic Plan Goal Alignment: 4, 5</i></p> |           |                      |  |   |
| <p>2020-2021 Strategy Implementation Activity</p> <p><i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i></p>   |           |                      |  |   |
| <p>Establish system to collect and analyze student assessment data</p>  |           |                      |  |   |
| Identify Indicator  | Base-line | Target               | Analysis / Report Out  | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| <p>Ongoing Evaluation and Continuous Improvement</p> <p><b>Status: (G/Y/R)</b></p>  | N/A       | <p>Make progress</p> | <p>Star CAT Interim Assessments administered 3 times during the 2020-2021 school year. Appropriate internet protocol (IP) restrictions were lifted and consistent processes across school sites were put in place to allow Star Assessments to be administered remotely and to ensure fidelity of testing in a remote setting. Remote testing protocols are reviewed with staff prior to each district-wide administration of Star for universal screening.</p> <p>Report cards distributed 4 times a year in secondary and 3 times a year in elementary with periodic progress reports.</p> |   |



|              |  |               |  |            |   |
|--------------|--|---------------|--|------------|---|
|              |  |               | <p><u>Parent and Student Portal Workshops</u><br/>                 District-wide virtual Family University sessions were provided to supplement notifications detailing how to access and navigate the student data system, Parent and Student Portal, to increase parental support towards students meeting attendance, discipline, and academic goals.</p> |            |   |
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.  | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



| <b>Educational Strategy 4.2:</b> Organize central roles, resources, and processes to better support schools (O5). <i>Strategic Plan Goal Alignment: 4, 5</i>                     |  |               |   |   |
|--|--|---------------|---|---|
| 2020-2021 Strategy Implementation Activity<br><i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i> |  |               |   |   |
| Organize central roles, resources, and processes to better support schools   |  |               |   |   |
| Identify Indicator   | Base-line  | Target        | Analysis / Report Out   | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| Effectively Manages Resources<br><br><b>Status: (G/Y/R)</b>  | N/A  | Make progress | Reorganization of district roles. <a href="#">link</a>  |   |
| <b>Green</b>   | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.  |



|   |  |               |  |   |
|---|--|---------------|--|---|
| <b>Educational Strategy 4.3:</b> Organize school and district-based ceremonies to celebrate the accomplishments of staff, students, and district stakeholders (L5, O5). <i>Strategic Plan Goal Alignment: 2, 4, 5</i> |  |               |  |   |
| 2020-2021 Strategy Implementation Activity  |  |               |  |   |
| <i>Explicitly define the tasks/action items/deliverables that must be met to ensure successful implementation of the strategy.</i>  |  |               |  |   |
| Implement creative ways to intellectually engage our community at varying levels using multiple methods   |  |               |  |   |
| Identify Indicator  | Base-line  | Target        | Analysis / Report Out  | Continuation Plan<br><i>Describe any modifications that have been made to the <u>strategy</u> during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.</i> |
| Culture and Climate of Success  |  |               | <p><u>Points of Pride-link</u></p> <p>Points of Pride is a weekly segment celebrating the accomplishments</p> <p>Weekly communications from the Superintendent sent to all staff</p> |   |
| <p><b>Status: (G/Y/R)</b></p>   |  |               |  |   |
| <b>Green</b>  | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.  | <b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.  |



Part II – Fiscal

| <b>Budget Analysis/Narrative and Budget Documents</b> – The district should describe the expenditures that are reasonable and necessary to support the identified activities and goals.                                 |  |
|---|--|
| Design Element  | Analysis of the Quarter  |
| Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement. | Despite repeated requests from the fiscal monitor beginning in October 2020 for a projected End of Year (June 30, 2021) Fund Balance analysis, the Business Office did not provide any document whose accuracy could be validated by the fiscal monitor. Upon further discussion with District staff, the fiscal monitor was able to determine that the District would have a negative end of year fund balance of approximately \$30 Million. This determination lead to deeper questioning by the fiscal monitor in order to gain a more accurate assessment of the current fiscal condition of the District. The fiscal monitor informed the Board of Education in January 2021 of the dire financial circumstance of the District. The District staff responsible for financial oversight of the District should have brought this matter to the attention of the Board of Education, Interim Superintendent and Executive Cabinet during the first quarter of the school year. As an additional consequence of this situation, the District has been unable to submit to the State Education Department an acceptable long-term strategic fiscal improvement plan, which by law should have been approved by the Commissioner this quarter. |



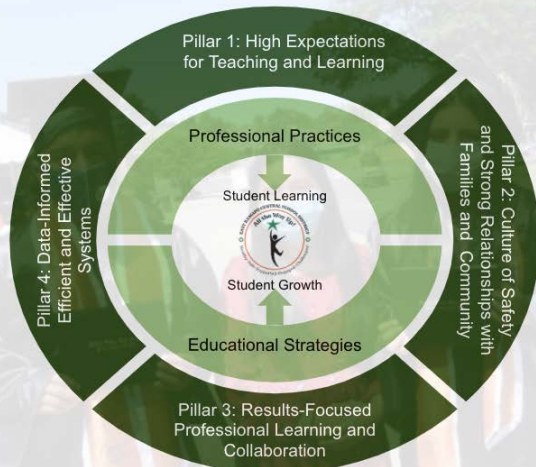
2020-2021 Strategic Plan Target by District Priority

This report is intended to provide a single "running record" that documents progress toward achieving the SMART goals identified in the SCEP.

**Our THEORY OF ACTION**

*Methods 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.

**Goal 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.*

|                      |  |
|----------------------|--|
| Priority Measure 1.1 | By June 2021, increase early literacy proficiency in phonemic awareness by 2 Percentage Points.  |
| Priority Measure 1.2 | By June 2021, increase the Percentage of Students in the Least Restrictive Environment, resulting in a targeted reduced classification rate of 15.1% (Year 1) District-wide. |
| Priority Measure 1.3 | By June 2021, increase the percentage of English Language Learners demonstrating growth in English language skills acquisition by 2 Percentage Points.                       |

**Goal 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.*

|                      |  |
|----------------------|--|
| Priority Measure 2.1 | By June 2021, increase percentage of all students who feel safe and valued in their school by 2 Percentage Points. |
|----------------------|--|

**Goal 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.*

|                      |  |
|----------------------|--|
| Priority Measure 3.1 | By June 2021, reduce K-12 out-of-school suspensions by 1 percentage point with a parallel focus on reducing rates of recidivism at the same level.<br><br>By June 2021, reduce K-12 chronic absenteeism by 4 Percentage Points for all students. |
|----------------------|--|

**Goal 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.*

|                      |  |
|----------------------|--|
| Priority Measure 4.1 | By June 2021, increase all student's proficiency rates in NYS ELA and Math Assessments by 5 Percentage Points – inclusive of all subgroups.                      |
| Priority Measure 4.2 | By June 2021, maintain student engagement and participation rates in standard-based arts and music programming with no less than 75% engagement of all students. |
| Priority Measure 4.3 | By June 2021, maintain student participation rates in NYSSMA Solo Festival & NYSSMA Major Ensembles by a minimum of 450 participants.                            |

**Goal 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.*

|                      |  |
|----------------------|--|
| Priority Measure 5.1 | By June 2021, increase student readiness at the end of key grade-level transitions by 2-3 percentage points for the overall average. |
| Priority Measure 5.2 | By August 2021, increase the overall 5-Year graduation rate by 5 Percentage points – inclusive of all subgroups.                     |