2020-2025 Strategic Academic Plan

All the Way Up & Beyond for Student Success!

Addendum
December 2020

This is an addendum to the 2020-2025 Strategic Academic Plan and is reflective of the October 2020 NYSED guidance.

Targets have been updated to align with baseline data and are drawn from 3 – 5 years of trend data that was applied to a forecast model to support a scientific application in establishing year-to-year targets.

This document remains consistent with community-wide Strategic Planning of 2016 by building on the foundational aspects of student engagement and effective instructional practices proven successful thus far. Multiple data sets were reviewed and re-assessed, including, but not limited to: attendance, behavior, academic and student assessment data.

Through a cross-functional interdisciplinary team review, the East Ramapo Community will refine strategies and practices to ensure increased effectiveness as individual practitioners and teams across the system. A sustained focus on professional learning, coupled with the consistent review of data will foster increased student proficiency, reduced rates of behavioral recidivism, an increase in attendance for all subgroups and ultimately an increase graduation rates.

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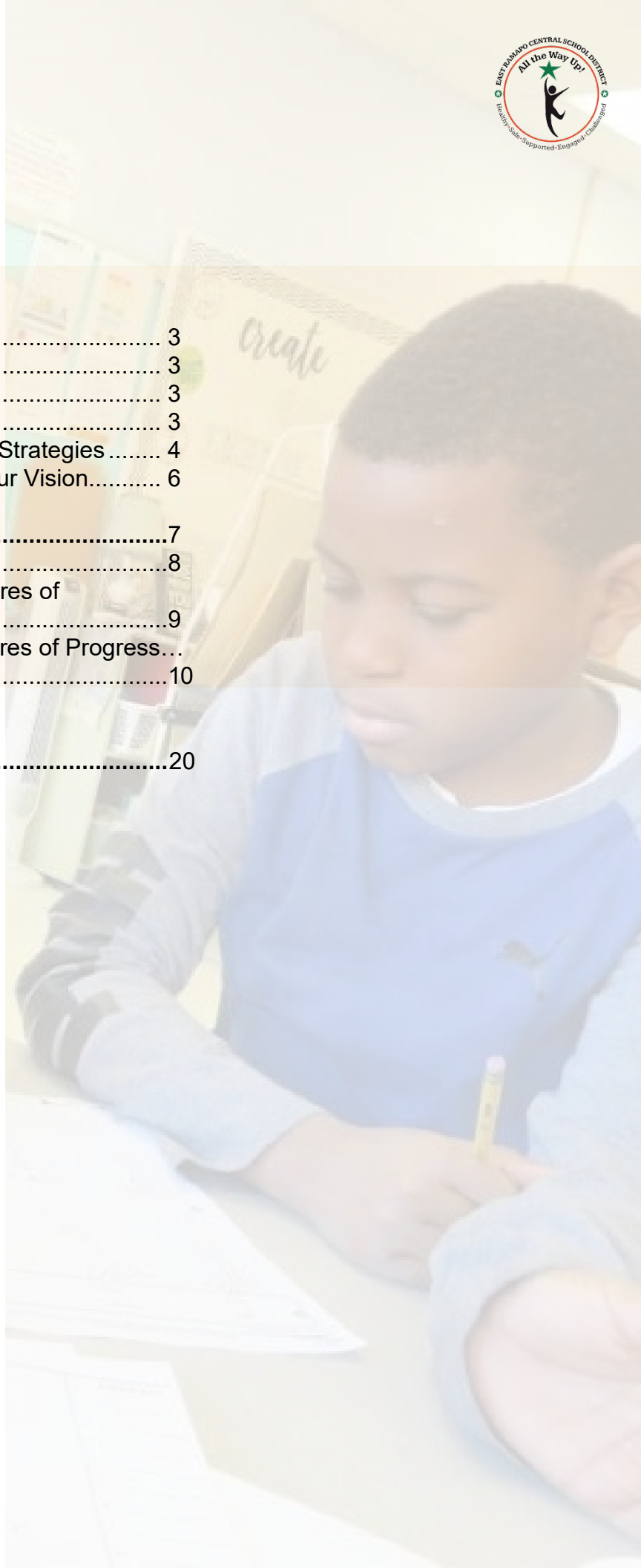


Our Framework

Our MISSION

Our mission acts as the "why" or who we are by explaining our fundamental purpose as an organization.

As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

Our VISION

Our vision captures the "what" or who we hope to become for our desired future.

We will become proficient in all that we do.

Our SHARED VALUES

Our share values speak to the way we act consistent with our mission along the path toward achieving our vision.

In everything we do, we motive, facilitate, and reinforce:

1. Trust and open communication
2. Confidence
3. Collaborative relationships
4. Mutual respect and ethical behavior
5. Diversity and inclusiveness
6. Excellence

Our PRIORITY GOALS

Our goals refer to our expectations for student learning and student growth.

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.

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

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

Goal 4: Mastery of Academic Subjects and the Arts

Every student will meet or exceed standards in all subjects, including the arts, at the end of key transition grades.

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.

Our PROFESSIONAL PRACTICES

Continuous improvement of student learning rests on continuous improvement of teaching practices, leadership practices, and organizational practices. Those professional practices, framed by the Four Pillars of our theory of action, define what we must implement, monitor, and support every day ... in every classroom, in every school, and system-wide. These practices were adapted from the New York State Comprehensive School Rubric for DTSDE Tenets.

	Pillar 1 HIGH EXPECTATIONS FOR TEACHING & LEARNING	Pillar 2 CULTURE OF SAFETY AND STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY	Pillar 3 RESULTS-FOCUSED PROFESSIONAL LEARNING & COLLABORATION	Pillar 4 DATA-INFORMED EFFICIENT AND EFFECTIVE SYSTEMS
TEACHING PRACTICES	T1: Teachers monitor and adjust curricula and instruction to support standards and higher-order thinking skills by providing supports and extensions for all groups of students. T2: Teachers implement, with fidelity, research-based practices and protocols.	T3: The school community regularly shares data (relative to students' learning needs and progression) in a manner that families can understand and use it to provide appropriate supports for student success.	T4: Teachers participate in professional development to implement with fidelity a full complement of curricular tools and materials (calendars, maps, plans), as well as sequenced and scaffolded practices and protocols so that all student groups can access the curriculum.	T5: Teachers operationalize a plan for using multiple data sets to institute a comprehensive system that involves students in reflection, monitoring of, and ownership of learning.
LEADERSHIP PRACTICES	L1: Leaders collaboratively implement the school's observation/learning-walk plan and provide teachers timely, evidence-based, actionable feedback that is directly aligned to established criteria. L2: Leaders encourage and support staff to take ownership of and reflect on their practices and decisions, based on student data.	L3: Leaders develop structures to ensure that staff, students, families, and community members have opportunities to be actively involved in decision-making that supports continuous school improvement and proactive stakeholder voice in decision-making.	L4: Leaders use data to determine school professional learning needs and allocate resources (e.g., people, time, money, space, technology) in ways that maximize their impact on student learning and implementation of school goals and instructional priorities.	L5: Leaders collaborate with the staff and community stakeholders to monitor and continuously improve systems based on evidence of their impact on school improvement areas.
ORGANIZATIONAL PRACTICES	O1.: District aligns and articulates standard-based unit and lesson plans across all grades. O2: District establishes and supports processes to increase student engagement and ownership of learning.	O3: District encourages and empowers families through sharing data and actively promoting dialogue centered on student needs, learning, and success.	O4: District provides robust pedagogical professional development and materials, aligned to curricular and instructional expectations for individual and subgroups of students.	O5: District implements a comprehensive system for using multiple data sets to strategically plan to meet school improvement priorities and to accelerate academic achievement.

Our PROFESSIONAL PRACTICES

Our EDUCATIONAL STRATEGIES

The **Educational Strategies** represent the high-leverage programs and initiatives which, when implemented with fidelity, will facilitate continuous improvement of professional practices and the creation of thriving schools where every student can meet high academic and behavioral standards.

Some of the strategies proposed for the 2020-2025 Strategic Academic Plan are extensions of those outlined; they are high-leverage or promising strategies that could be implemented more effectively. Other strategies are new, reflecting recent or anticipated realities, such as the COVID-19 pandemic.

Pillar 1: HIGH EXPECTATIONS FOR TEACHING & LEARNING

1.1 Strengthen the alignment of curriculum, assessments, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans.

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.

1.3 Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning.

Pillar 2: CULTURE OF SAFETY AND STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY

2.1 Enhance parental engagement in student success through training, collaboration, and communication.

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.

2.3 Ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student's academic and social-emotional progress, using district-wide developmentally appropriate protocols to ensure consistency and coherence.

Pillar 3: RESULTS-FOCUSED PROFESSIONAL LEARNING & COLLABORATION

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.

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*.

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.

Pillar 4: DATA-INFORMED EFFICIENT AND EFFECTIVE SYSTEMS

4.1 Implement a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents.

4.2 Organize central roles, resources, and processes to better support schools.

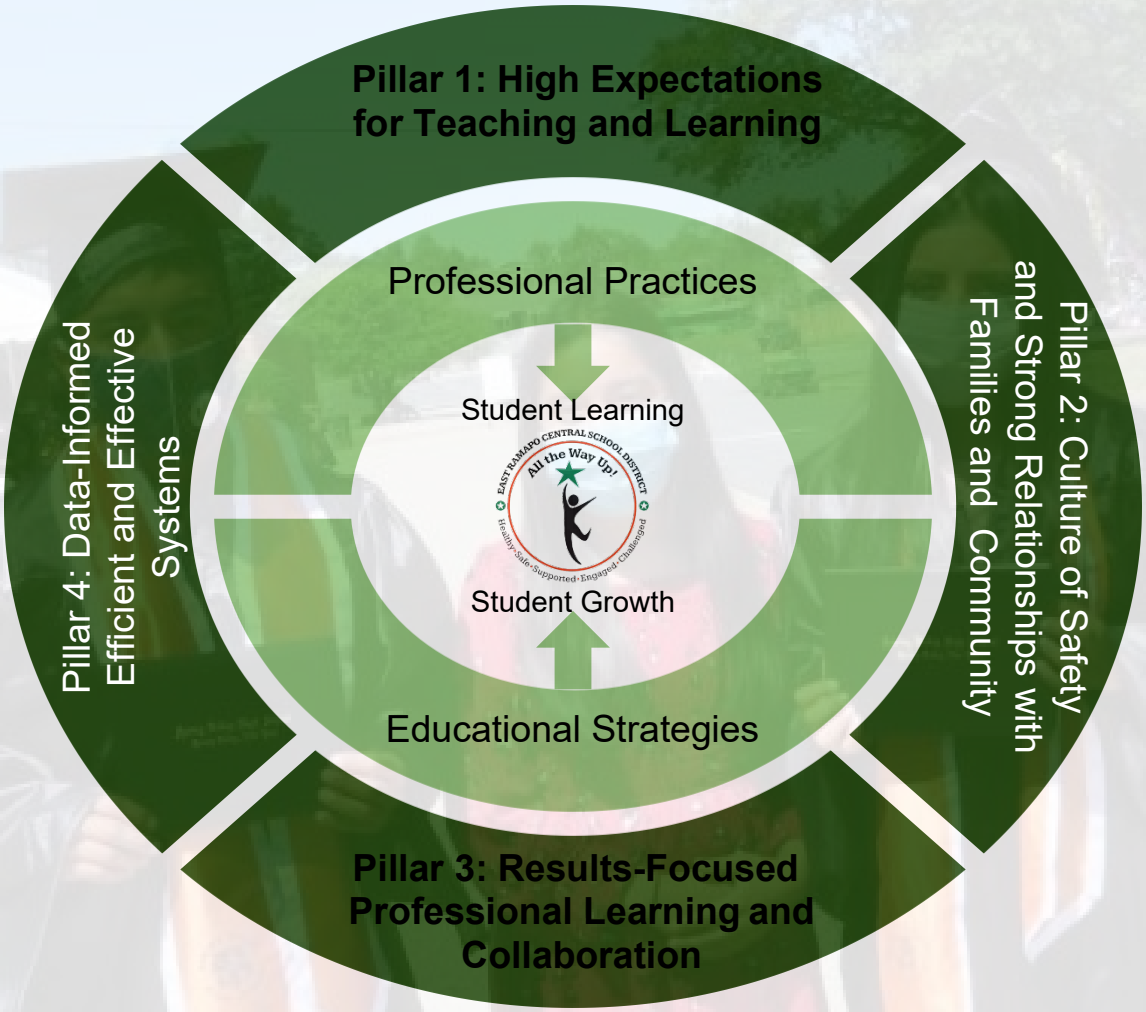
4.3 Organize school and district-based ceremonies to celebrate the accomplishments of staff, students, and district stakeholders.

Facilitated and compiled by Performance Fact (2020)

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.

Overarching Goals for Student Progress

Priority: Increase ELA Proficiency Rates
Priority: Increase Math Proficiency Rates
Priority: Reduce Chronic Absenteeism Rates
Priority: Reduce Suspension Rates
Priority: Increase Percentage of Students in the Least Restrictive Environment
Priority: Increase Student Engagement in the Arts
Priority: Increase SWD and ELL Proficiency
Priority: Increase Graduation Rate

Goals, Measures of Progress & Priorities

Goals and Measures of Student Progress

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

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

Year One Targets by Priority: Goals & Measures of Progress

2020-2021 Targets By District Priority

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. 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.

Five-Year Targets by Priority: Goals & Measures of Progress

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 2025, increase early literacy proficiency.

Kindergarten	Trend Data*					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarteners At/Above Star Early Literacy Benchmark	---	---	49%	53%	---	55%	57%	61%	65%	69%

**Data retrieved from ERCSD STAR Renaissance Benchmark Data*

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

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

**Data retrieved from ERCSD Student Information System and Frontline IEP Data System*

Student Referrals	Trend Data*					
	2016	2017	2018	2019	2020	2021
Total Number In-District K-3 Initial Referrals to CSE	134	70	82	69	45	--

**Data retrieved from ERCSD CSE Meeting Logs*

Out of District Placements	Trend Data*					
	2016	2017	2018	2019	2020	2021
Total Number Out-of-District "White" Students	--	102	91	84	72	--
Total Number Out-of-District Special Education Placements	283	261	243	216	200	180

**Data retrieved from NYSED Disproportionality Report and Frontline IEP*

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

Kindergarten- Grade 2 NYSESLAT	Trend Data					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Entering	14%	11%	8%	15%	---	15%	16%	11%	8%	5%
Emerging	32%	31%	25%	23%	---	18%	11%	10%	7%	4%
Transitioning	22%	29%	30%	27%	---	29%	31%	33%	35%	37%
Expanding	29%	23%	28%	28%	---	30%	32%	34%	36%	38%
Commanding	2%	5%	9%	6%	---	8%	10%	12%	14%	16%

**Data retrieved from data.nysed.gov*

Five-Year Targets by Priority: Goals & Measures of Progress

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 2025, increase percentage of students who feel safe and valued in their school.

Student Voice Survey	Trend Data					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Elementary Students (K-6)	---	---	93.3%	84.2%	---	86%	88%	92%	96%	100%
Secondary Students (7-12)	---	---	63.7%	62.8%	---	64%	66%	71%	78%	85%

**Percentages reflect averages of student responses to three survey items: "My teacher cares about me", "I am safe in my school", and "I feel welcomed and part of my school"*

Five-Year Targets by Priority: Goals & Measures of Progress

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 2025, increase percentage of students cognitively engaged during classroom instruction by focusing on reducing K-12 chronic absenteeism to less than 10% and by reducing K-12 out-of-school suspensions to 1% or less for all subgroups.

Kindergarten - Grade 12 Chronic Absenteeism	Trend Data*					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	14 %	23 %	19 %	25 %	26%	24%	21%	18%	15%	10%
Asian of Native Hawaii/Other Pacific Islander	16 %	21 %	15 %	17 %	17 %	15%	12%	10%	6%	5%
Black or African American	10 %	16 %	12 %	18 %	17 %	14%	12%	10%	8%	5%
Economically Disadvantaged	14 %	23 %	20 %	24 %	26 %	23%	20%	18%	14%	10%
English Language Learners	18 %	29 %	24 %	33 %	34 %	29%	26%	23%	19%	15%
Hispanic/Latino	16 %	27 %	22 %	29 %	30 %	27%	24%	21%	19%	12%
Multiracial	24 %	35 %	25 %	31 %	42 %	36%	32%	27%	23%	15%
Students with Disabilities	17 %	25 %	22 %	24 %	28 %	24%	19%	17%	15%	10%
White	27 %	35 %	28 %	25 %	30 %	26%	22%	20%	18%	11%

**Data retrieved from ERCSD Student Information System*

Kindergarten - Grade 12 Out-of-School Suspensions	Trend Data*					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	2.8%	1.5%	1.9%	2%	1.6%	1.5%	1.3%	1.0%	.75%	0%
Asian of Native Hawaii/Other Pacific Islander	0.5%	0.5%	1.8%	0.9%	0.3%	.3%	.5%	.44%	.39%	0%
Black or African American	5%	2.5%	3.2%	3.7%	2.4%	2.4%	3.3%	2.8%	2.4%	1%
Economically Disadvantaged	NA	NA	NA	2.4%	1.9%	1.4%	1.2%	.8%	.6%	0%
English Language Learners	1.7%	0.5%	0.4%	1.8%	2%	2%	1.8%	1.6%	1.3%	1%
Hispanic/Latino	1.7%	0.9%	1.1%	1.7%	1.7%	1.6%	1.4%	1.3%	1.2%	1%
Multiracial	1.7%	0%	0.7%	2.9%	3.9%	3%	2.4%	1.8%	1.4%	1%
Students with Disabilities	0.6%	1.7%	1.4%	4.1%	3.4%	3%	2.6%	2.2%	1.6%	1%
White	0.6%	0.3%	0.9%	0.4%	0.1%	.2%	.1%	.5%	.3%	0%

**Data retrieved from ERCSD Student Information System*

Five-Year Targets by Priority: Goals & Measures of Progress

Goal 4: Mastery of Academic Subjects and the Arts

Every student will meet or exceed standards in all subjects, including the arts, at the end of key transition grades.

Priority Measure 4.1: By June 2025, increase the percentage of students demonstrating growth in performance and increase percentage of students demonstrating proficiency on state ELA assessments for all sub-group populations by meeting or exceeding annual targets.

New York State ELA Exam Grades 3-8		Trend Data*					Annual Targets				
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ALL	Level 3/4	21%	22%	26%	28%	---	33%	36%	39%	41%	45%
	Level 2	35%	38%	35%	34%	---	36%	36%	37%	39%	40%
Asian or Native Hawaiian/Other Pacific Islander	Level 3/4	56%	46%	50%	59%	---	62%	64%	65%	66%	69%
	Level 2	25%	41%	34%	32%	---	32%	32%	32%	32%	32%
Black or African American	Level 3/4	21%	24%	31%	32%	---	41%	45%	49%	52%	56%
	Level 2	40%	40%	36%	35%	---	33%	30%	29%	26%	26%
Economically Disadvantaged	Level 3/4	18%	20%	25%	26%	---	29%	31%	33%	35%	40%
	Level 2	36%	39%	35%	35%	---	38%	38%	39%	40%	40%
English Language Learners	Level 3/4	2%	3%	5%	6%	---	7%	8%	10%	11%	15%
	Level 2	18%	25%	21%	25%	---	28%	24%	30%	26%	32%
Hispanic or Latino	Level 3/4	17%	18%	22%	24%	---	27%	29%	31%	32%	36%
	Level 2	33%	37%	35%	34%	---	36%	37%	38%	40%	42%
Multiracial	Level 3/4	---	---	---	---	---	---	---	---	---	---
	Level 2	---	---	---	---	---	---	---	---	---	---
Students with Disabilities	Level 3/4	2%	4%	6%	7%	---	9%	10%	11%	13%	16%
	Level 2	17%	25%	28%	27%	---	30%	32%	34%	36%	38%
White	Level 3/4	35%	36%	40%	44%	---	49%	53%	55%	59%	61%
	Level 2	31%	35%	36%	28%	---	34%	30%	30%	28%	25%

**Data retrieved from data.nysed.gov*

Five-Year Targets by Priority: Goals & Measures of Progress

Goal 4: Mastery of Academic Subjects and the Arts

Every student will meet or exceed standards in all subjects, including the arts, at the end of key transition grades.

Priority Measure 4.1: By June 2025, increase the percentage of students demonstrating growth in performance and increase percentage of students demonstrating proficiency on state ELA assessments for all sub-group populations by meeting or exceeding annual targets.

New York State ELA Regents		Trend Data					Annual Targets				
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ALL	Level 3/4	NA	74%	69%	70%	-----	75%	78%	80%	82%	85%
	Level 2	NA	10%	11%	11%	-----	11%	11%	11%	12%	13%
Asian or Native Hawaiian/Other Pacific Islander	Level 3/4	NA	97%	92%	87%	-----	83%	83%	84%	86%	87%
	Level 2	NA	3%	3%	6%	-----	8%	9%	10%	11%	12%
Black or African American	Level 3/4	NA	77%	73%	71%	-----	69%	67%	65%	63%	66%
	Level 2	NA	9%	9%	12%	-----	14%	15%	16%	17%	18%
Economically Disadvantaged	Level 3/4	NA	71%	67%	68%	-----	67%	65%	64%	63%	66%
	Level 2	NA	11%	12%	12%	-----	12%	13%	13%	14%	15%
English Language Learners	Level 3/4	NA	42%	35%	32%	-----	28%	25%	22%	18%	21%
	Level 2	NA	20%	20%	22%	-----	23%	24%	25%	26%	26%
Hispanic or Latino	Level 3/4	NA	84%	62%	67%	-----	59%	53%	56%	59%	63%
	Level 2	NA	13%	15%	12%	-----	12%	13%	14%	16%	17%
Multiracial	Level 3/4	NA	100%	0%	0%	-----	-----	-----	-----	-----	-----
	Level 2	NA	0%	0%	0%	-----	-----	-----	-----	-----	-----
Students with Disabilities	Level 3/4	NA	62%	41%	51%	-----	46%	47%	48%	49%	52%
	Level 2	NA	13%	20%	19%	-----	21%	23%	24%	27%	28%
White	Level 3/4	N/A	77%	0%	87%	-----	89%	90%	91%	92%	93%
	Level 2	NA	7%	0%	4%	-----	4%	5%	5%	6%	6%

*Data retrieved from data.nysed.gov

Five-Year Targets by Priority: Goals & Measures of Progress

Goal 4: Mastery of Academic Subjects and the Arts

Every student will meet or exceed standards in all subjects, including the arts, at the end of key transition grades.

Priority Measure 4.1: By June 2025, increase the percentage of students demonstrating growth in performance and increase percentage of students demonstrating proficiency on state Math assessments for all sub-group populations by meeting or exceeding annual targets.

New York State Math Exam Grades 3-8		Trend Data*					Annual Targets				
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ALL	Level 3/4	16%	19%	21%	24%	---	29%	31%	36%	38%	40%
	Level 2	30%	30%	27%	25%	---	35%	36%	37%	38%	39%
Asian or Native Hawaiian/Other Pacific Islander	Level 3/4	47%	49%	52%	52%	---	54%	55%	56%	57%	60%
	Level 2	30%	29%	25%	25%	---	37%	38%	39%	39%	38%
Black or African American	Level 3/4	15%	17%	21%	24%	---	30%	33%	36%	39%	42%
	Level 2	29%	28%	26%	26%	---	24%	23%	21%	20%	20%
Economically Disadvantaged	Level 3/4	13%	17%	20%	23%	---	27%	29%	32%	34%	37%
	Level 2	30%	30%	27%	26%	---	31%	33%	32%	33%	33%
English Language Learners	Level 3/4	2%	5%	6%	6%	---	7%	8%	10%	12%	15%
	Level 2	15%	22%	20%	19%	---	20%	22%	24%	26%	28%
Hispanic or Latino	Level 3/4	13%	16%	18%	22%	---	27%	28%	32%	33%	37%
	Level 2	30%	31%	27%	24%	---	30%	33%	33%	34%	34%
Multiracial	Level 3/4	0%	0%	0%	0%	---	0%	0%	0%	0%	0%
	Level 2	0%	0%	0%	0%	---	0%	0%	0%	0%	0%
Students with Disabilities	Level 3/4	2%	3%	5%	5%	---	6%	9%	11%	13%	16%
	Level 2	14%	18%	16%	16%	---	17%	19%	22%	25%	27%
White	Level 3/4	31%	36%	39%	36%	---	38%	39%	41%	42%	44%
	Level 2	32%	29%	28%	31%	---	32%	33%	34%	37%	40%

**Data retrieved from data.nysed.gov*

Five-Year Targets by Priority: Goals & Measures of Progress

Goal 4: Mastery of Academic Subjects and the Arts

Every student will meet or exceed standards in all subjects, including the arts, at the end of key transition grades.

Priority Measure 4.1: By June 2025, increase the percentage of students demonstrating growth in performance and increase percentage of students demonstrating proficiency on state Math Regents assessments for all sub-group populations by meeting or exceeding annual targets.

New York State Math Regents		Trend Data					Annual Targets				
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ALL	Level 3/4	NA	51%	69%	46%	-----	51%	55%	57%	64%	70%
	Level 2	NA	25%	11%	23%	-----	22%	23%	25%	26%	28%
Asian or Native Hawaiian/Other Pacific Islander	Level 3/4	NA	86%	92%	83%	-----	82%	83%	84%	86%	87%
	Level 2	NA	11%	3%	8%	-----	7%	6%	5%	4%	2%
Black or African American	Level 3/4	NA	49%	73%	50%	-----	51%	52%	52%	53%	56%
	Level 2	NA	27%	9%	26%	-----	27%	27%	28%	28%	29%
Economically Disadvantaged	Level 3/4	NA	50%	67%	46%	-----	44%	43%	41%	40%	45%
	Level 2	NA	25%	12%	23%	-----	22%	21%	20%	23%	24%
English Language Learners	Level 3/4	NA	29%	35%	27%	-----	28%	29%	30%	33%	36%
	Level 2	NA	28%	20%	23%	-----	21%	22%	24%	26%	28%
Hispanic or Latino	Level 3/4	NA	47%	62%	40%	-----	37%	40%	44%	49%	52%
	Level 2	NA	25%	15%	22%	-----	30%	33%	32%	30%	32%
Multiracial	Level 3/4	NA	100%	0%	60%	-----	65%	70%	71%	72%	75%
	Level 2	NA	0%	0%	20%	-----	31%	29%	37%	24%	20%
Students with Disabilities	Level 3/4	NA	30%	41%	29%	-----	32%	34%	36%	38%	40%
	Level 2	NA	35%	20%	28%	-----	25%	26%	27%	28%	30%
White	Level 3/4	* NA	69%			-----	49%	44%	39%	41%	45%
	Level 2	NA	15%	0%	26%	-----	31%	35%	39%	43%	47%

**Data retrieved from data.nysed.gov*

Five-Year Targets by Priority: Goals & Measures of Progress

Goal 4: Mastery of Academic Subjects and the Arts

Every student will meet or exceed standards in all subjects, including the arts, at the end of key transition grades.

Priority Measure 4.2: By June 2025, increase the percentage of students engaged in standard-based arts and music instruction, as evidenced in student enrollment meeting or exceeding 75% of students in eligible programs.

Arts and Music Instruction	Trend Data					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Students enrolled in Music	25%	58%	60%	73%	73%	75%	78%	79%	81%	85%
Students enrolled in Art	16%	23%	44%	69%	72%	75%	78%	79%	81%	85%

**To reach our goal of proficiency in the arts, we must first ensure and sustain a high quality program which has been set as our priority measure.*

Priority Measure 4.3: By June 2025, increase the number of students participating in NYSSMA Solo Festival & NYSSMA Major Ensembles by focusing on meeting a combined total student participation at/above 500.

NYSSMA Solo Festival & NYSSMA Major Ensemble	Trend Data					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Students participating in NYSSMA Solo Festival & NYSSMA Major Ensembles	78	120	158	346	431	450	460	475	490	500

**To reach our goal of proficiency in the arts, we must first ensure and sustain a high quality program which has been set as our priority measure.*

Five-Year Targets by Priority: Goals & Measures of Progress

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 August 2025, increase student readiness at the end of key transition grades.

Early Literacy and Foundational Reading Skill Development	Trend Data*					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarteners at or above benchmark (Star Longitudinal Report)	---	---	49%	53%	---	53%	57%	61%	65%	69%

**Data retrieved from STAR Longitudinal Report*

Grade 3 Students on Track for Success	Trend Data					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
3rd graders meeting or exceeding state standards in ELA	20%	25%	29%	36%	-----	44.3%	48%	53.6%	56.9%	62.9%
3rd graders meeting or exceeding state standards in Math	17%	31%	32%	35%	-----	40.2%	44%	47.8%	52%	56%

**results prior to 2018 cannot be compared to results 2018 and beyond due to the modified two session test design.*

Grade 6 Students Academic Readiness for Middle School	Trend Data					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
6th graders meeting or exceeding state standards in ELA	24%	18%	38%	32%	-----	33%	48%	41%	56%	57%
6th graders meeting or exceeding state standards in Math	20%	21%	26%	25%	-----	27%	28%	29%	31%	32%

**results prior to 2018 cannot be compared to results 2018 and beyond due to the modified two session test design.*

Grade 8 Students on Track for Success	Trend Data					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
8th graders meeting or exceeding state standards in ELA	27%	27%	31%	30%	-----	31%	32%	33%	34%	35%
8th graders meeting or exceeding state standards in Math	9%	7%	14%	12%	-----	13%	17%	18%	20%	21%

**results prior to 2018 cannot be compared to results 2018 and beyond due to the modified two session test design.*

High School Students on Track for Graduation	Trend Data*					Annual Targets				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
By end of 9th graders earning 5 credits & pass core subject areas	61%	57%	65%	77%	-----	86%	98%	98%	99%	100%
By end of 10th graders accumulating 11 credits & pass 3 Regents courses	33%	21%	26%	46%	-----	53%	58%	64%	70%	75%
By end of 11th graders accumulating 16 credits & pass 5 Regents courses	43%	46%	37%	36%	-----	46%	50%	55%	60%	65%

Five-Year Targets by Priority: Goals & Measures of Progress

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 5.2: By August 2025, increase the graduation rate.

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
4-Year Graduation Rate										
ALL	67%	59%	60%	65%	65%	67%	69%	71%	75%	77%
Asian or Native Hawaiian/Other Pacific Islander	89%	88%	88%	83%	83%	90%	90%	92%	93%	95%
Black or African American	75%	77%	75%	81%	80%	84%	85%	88%	89%	92%
Economically Disadvantaged	66%	65%	60%	65%	65%	71%	73%	75%	78%	80%
English Language Learners	8%	6%	17%	26%	25%	36%	48%	50%	62%	65%
Hispanic or Latino	55%	40%	47%	53%	53%	60%	65%	68%	72%	76%
Multiracial	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	55%	45%	50%	58%	58%	61%	63%	65%	67%	69%
White	57%	44%	37%	44%	45%	45%	47%	48%	49%	51%
5-Year Graduation Rate										
ALL	72%	74%	70%	65%	65%	74%	76%	77%	78%	82%
Asian or Native Hawaiian/Other Pacific Islander	91%	89%	89%	90%	90%	91%	92%	93%	94%	95%
Black or African American	76%	80%	80%	80%	80%	81%	82%	83%	84%	86%
Economically Disadvantaged	75%	74%	74%	67%	67%	68%	69%	72%	74%	75%
English Language Learners	35%	46%	46%	26%	26%	35%	40%	45%	50%	60%
Hispanic or Latino	60%	67%	67%	53%	53%	56%	59%	62%	65%	70%
Multiracial	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	59%	50%	50%	56%	59%	60%	61%	62%	63%	65%
White	62%	61%	61%	39%	49%	62%	63%	65%	66%	67%

**Data retrieved from data.nysed.gov*

Strategy Implementation

Students with Disabilities and English Language Learners

For a significant stretch of time SWDs and ELLs performed consistently at 1-2% proficiency on State ELA and Math assessments. A targeted analysis of the root causes of this consistently low academic performance revealed the need to make adjustments to the District's curriculum and instructional practices. An emphasis was placed on providing differentiated support to meet the specific needs of SWDs and ELLs as well as professional development for building administrators and teachers. As such an overhaul of curriculum used for SWDs was conducted, resulting in use of the same curriculum material as general education peers across all content areas, aligned to grade level and state standards. SWDs who were alternately assessed received updated curriculum material that were aligned to the State NYSAA standards. The District's Office of Bilingual Education reviewed the Bilingual Common Core Progressions, the NYSESLAT Targets of Measurement (ToMS), and the NYSED ELL Language Proficiency Descriptors to determine best instructional practice for meeting the different language levels of ELLs while teaching grade level content. Additionally, systems and protocols were established to ensure that potential ELLs were identified at the time of registration and were appropriately placed in classes to support their language acquisition needs.

Pillar 1 HIGH EXPECTATIONS FOR TEACHING & LEARNING

Pillar 1 of the Strategic Academic Plan reflects the strategic shift toward maintaining steadily *high expectations* for teaching and learning of all students. To support teachers around this expectation, professional development around *specially designed instruction* was conducted for all special education teachers. Emphasis has been placed on scaffolding techniques, explicit instruction, and targeted interventions through strategic grouping of SWD and ELL students. Teachers of ELLs have participated in targeted research based professional development on how to support students in developing content and language skills simultaneously.

Pillar 2 CULTURE OF SAFETY AND STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY

The District has been cited for significant disproportionality around the placement of white students in out of district special education programs. Since the 2016-2017 school year the number of students in this category has consistently decreased. A review of the students in this category, however, reveals that a significant number of students come from students previously attending non-public schools. Although there are in-district specialized programs to meet the varying needs of our special education students, and these programs have expanded every year, when it is determined by the Committee on Special Education that student needs exceed what is provided within an in-district program, students are referred for out-of-district placements regardless of whether or not they originally attended East Ramapo's public schools. As such ongoing connection with our non-public school families is conducted. In keeping with *Pillar 2.3* district staff have assigned time within non-public schools to assess appropriate referrals to special education. Additionally, outreach is conducted to all families within the District to familiarize parents with programs within our public schools with the hopes of increasing the comfort level of families in having their child(ren) attend a regular public school program.

Communications to parents of English learners has significantly increased from previous years. Currently, parent orientations take place twice a year and are very well attended. Upwards of 200-225 parents attend the orientations in which they are informed of the types of language acquisition programs available in the district and their rights as parents of ELLs. Additionally, schools have specialized events for parents of SWDs and ELLs to discuss the school's goals and measures as well as individual meetings with parents to discuss student language acquisition strengths and supports.

Strategy Implementation

Students with Disabilities and English Language Learners

Pillar 3 RESULTS-FOCUSED PROFESSIONAL LEARNING & COLLABORATION

To ensure special education teachers are familiar and can confidently instruct students using grade level content, in keeping with *Pillar 3,* they consistently engage in *results-focused professional learning and collaboration* with general education teachers on their grade level, as well as building-level special education teams. The improved academic performance of all learners, SWDs and ELLs, are supported by the implementation of the *Foundational 5*: *student ownership of learning/learning targets, student engagement, differentiated instruction, higher-order thinking questions, check for understanding/targeted feedback.*

Pillar 4 DATA-INFORMED EFFICIENT AND EFFECTIVE SYSTEMS

In keeping with professional development around *specially designed instruction* for SWDs and *making content grade level/standards-based content comprehensible for ELLs*, strong emphasis and institutionalization of data informed teaching and progress monitoring is conducted. Teachers of SWDs receive professional development on the use of formative assessments, as well as norm and skill based assessments, in order to engage in scheduled progress monitoring of student progress around grade level expectations and student IEP goals. Data meetings are then conducted at the building level within professional learning communities and at times with the special education department leads to review student progress and determine next steps. Teachers of ELLs have participated in targeted research based professional development on how to support students in developing content and language skills simultaneously. Similar to professional development provided district wide, teachers of ELLs reviewed formative assessment data related all four modalities of language instruction. District level ongoing feedback and support is provided to building administrators and teachers of ELLs to ensure continued progress and student growth. English as a New Language and Bilingual teachers have become model teachers within their buildings and provide support to their colleagues regarding the academic, linguistic, and social emotional needs of ELLs, as they themselves continue to build their expertise in these areas.

The East Ramapo Central School District's Office of Bilingual Education and World Languages focuses annually on supporting English Language Learners (ELLs) who are seniors as they prepare to graduate. A system has been developed using information in the District's ELL Database which provides an academic comprehensive report for each student. The database captures student ELL status information, attendance, performance on State Assessments, number of credits accumulated, as well as their progress in their current courses. For the 2020-2021 school year, we are monitoring 117 seniors who are ELLs, while also developing criteria for connecting with ELLs in their junior year who may be at risk. In addition to analyzing the aforementioned data, this process includes communicating with students on a weekly basis, as well as with their guidance counselors, teachers and families to ensure that the students feel supported and stay on track to graduate. The students see the district administrators as their advocates and the relationship that we develop with them creates a unique mutual partnership. These interactions allow for a deeper understanding of our students' academic and social-emotional needs which in turn enables us to provide them with the best possible support, guidance, and resources.

Strategy Implementation Timeline

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

Strategies begin to define the objectives or implementation steps to attain the identified goal(s). This strategy implementation timeline serves to outline the who (professional practice code), the what (priority measure and educational strategy), when (implementation year). The annual District Comprehensive Improvement Plan and School Comprehensive Educational Plans further delineate the who, where, what, where and how of reaching the District's overall goals during these phases of implementation.

Below a heat map is used to indicate the degree of implementation pertaining to each pillar over the five year Strategic Academic Plan period. The lightest color grade reflects initial implementation of 10-20% and the darkest color grade reflects full implementation at 90-100%.

Pillar 1: High Expectations for Teaching and Learning

Goals	Educational Strategy (Professional Practices)	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Goal 1 Goal 4	1.1 strengthen the alignment of curriculum, assessments, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans (T1, L1, 01)					
Goal 2 Goal 3 Goal 5	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)					
Goal 3	1.3 Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning (O2)					

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

Goals	Educational Strategy (Professional Practices)	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Goal 2 Goal 3	2.1 Enhance parental engagement and student success through training collaboration, and communication (T3, L3, 03)					
Goal 2 Goal 3	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 (T3, L3, 03)					
Goal 2 Goal 3	2.3 Ensures that staff meets with students and their families at least twice a year to engage in two way dialogue about the student's academic and social emotional progress, using district-wide developmentally appropriate protocols to ensure consistency and coherence (T3, L3, O3)					

Strategy Implementation Timeline

Pillar 3 Results Focused Professional Learning and Collaboration

Goals	Educational Strategy (Professional Practices)	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Goal 1 Goal 4 Goal 5	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, everyday (T3, L 4, O4)					
Goal 1 Goal 4 Goal 5	3.2 Provide continuous professional learning, coaching, and support to principals and the school instructional leadership teams to accelerate their proficiency relative to the five leverage leadership competencies (L4, O4)					
Goal 1 Goal 4 Goal 5	3.3 Implement high functioning strategies and processes to strengthen growth mindset, data-informed, rigorous planning; hybrid/virtual learning platforms; collegial collaboration; and culture of continuous improvement (T3, L4, 04) *Social emotional learning competencies will be addressed under the canopy of growth mindset					

Pillar 4 Data Informed Efficient and Effective Systems

Goals	Educational Strategy (Professional Practices)	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Goal 4 Goal 5	4.1 Implement a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents (T5, L5, 05)					
Goal 4 Goal 5	4.2 Organize central roles, resources, and processes to better support schools (O5)					
Goal 2 Goal 4 Goal 5	4.3 Organize school and district-based ceremonies to celebrate the accomplishments of staff, students, and district stakeholders (L5, O5)					

East Ramapo Central School District

Office of Bilingual Education and World Languages/English Language Learners

and the Office of Specialized Services and Special Education:

Response to New York State Education Department

February 8, 2021

State Education Department Feedback on East Ramapo Long-Term Strategic Academic Plan

Office	Page	Issue	Feedback
OSE	10	Total Number Out-of-District Special Education Placements	Lowering Number could be part of District's LRE priority
OSE	13	Goal 4: Mastery of Academic Subjects and the Arts	When setting academic performance targets for the District, ensure alignment with District's State Performance Plan (SPP) data as well as State targets
OSE	18	Goal 5: High School Graduation and Readiness for College and Careers	Ensure alignment with the SPP targets in these areas.
OSE	20	Strategy Implementation Students with Disabilities and English Language Learners: Pillar Two	Ensure the CSE is following and appropriately documenting the requirements in Commissioner's Regulations 200.4(d)(4)(ii).
OBE WL	10	Priority Measure 1.3: By June 2025, increase the percentage of English Language Learners demonstrating growth in acquisition of English language skills, by increasing the number of ELLS at the Transitioning, Expanding and Commanding levels.	This is a good goal, but it would be good to also break out and disaggregate a specific goal for students who have reached Commanding and exit ELL status. The District should take a deeper dive into the data to determine why so many students are not advancing from Emerging to Commanding.
OBE WL	24	Strategy Implementation Students with Disabilities and English Language Learners: Pillar Four	Making content based standards accessible for ELLs is critical, especially for content area teachers of

			non- ELL specific classes.

Office Special Education (OSE)

Issue: Total Number Out-of-District Special Education Placements

Feedback: Lowering Number could be part of District's LRE priority

Response: The District prioritizes the placement of students in the least restrictive environment (LRE), both for in-district programs as well as out-of-district placements. We are committed to provide special education programming for our District residents "in-district" rather than "out-sourcing" their educational needs to other agencies. However, if determined by the Committee on Special Education (CSE) that students' needs exceed what can be provided within the district, considerations regarding LRE still remain.

Nevertheless, due to the District's commitment to LRE, we maintain a variety of in-district, quality programming for some of our most disabled students. We have a program for students on the autism spectrum, unparalleled in quality and size to other surrounding districts. Similarly, we have dedicated classes for students who are medically involved and with multiple disabilities. With a commitment to meeting student needs in the least restrictive environment, we also offer a full range of special education programs, including mandated related services, in a manner that supports our students as they access State curriculum and grade-level standards within the general education program.

The department works in conjunction with all curriculum departments in offering support for classified and unclassified students in areas such as counseling and behavior therapy. Bilingual support for classified students is also provided, as needed, in the least restrictive manner possible.

Issue: Goal 4: Mastery of Academic Subjects and the Arts

Feedback: When setting academic performance targets for the District, ensure alignment with District's State Performance Plan (SPP) data as well as State targets

Response: For the 2020-2021 school year, the District's State Performance Plan is around indicator 12, which is focused on early childhood transitions. We have a dedicated preschool special education department that works with families and our registration department to ensure smooth transitions between early intervention and preschool services. The District emphasizes early intervention with the belief that when students receive the appropriate support early they will be able to thrive throughout their educational program.

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

Feedback: Ensure alignment with the SPP targets in these areas.

Response: The District's State Performance Plan will focus on secondary transitions and post-school outcomes (indicators 13 & 14) during the 2021-2022 school year. At present, the District has a dedicated, certified Work-Based Learning Coordinator, who supports high school graduation and career readiness by providing students with disabilities, along with identified general education students, with structured learning experiences. Through these experiences, students develop their 21st century skills and apply their knowledge both in and outside of the classroom, with a focus on real world situations. Additionally, CDOS (Career Development & Occupational Studies) Credential is available for all of our general and special education students at our high schools. This credential, awarded upon graduation, certifies that the student is ready for entry-level employment. In consultation with school/district staff, students are recommended to our Work-Based Learning Coordinator to enter the work-based learning program in which they are matched with appropriate work-based learning experience(s) that would help students to meet the CDOS requirement of a minimum of 54 hours of work-based learning. Our Work-Based Learning Coordinator also assists students with the development of the work readiness skills required to earn a CDOS, especially pertaining to the areas of career development, integrated learning, and universal foundation skills.

Articulation begins when students are in the middle school years. Vocational skills begin to be taught in some middle school classrooms and plans are made around students' post-secondary goals.

Issue: Strategy Implementation Students with Disabilities and English Language Learners: Pillar Two

Feedback: Ensure the CSE is following and appropriately documenting the requirements in Commissioner's Regulations 200.4(d)(4)(ii).

Response: The District has an established system in place to support the appropriate evaluation and identification of Students with Disabilities who are also English Language Learners. Bilingual evaluations are provided for all students who are designated as ELLs, and participation by English as a New Language (ENL) teachers and/or teachers who are bilingually certified are required at all Committee on Special Education (CSE) meetings for ELLs, particularly initial determination meetings. If an ENL teacher is unable to physically participate in a CSE meeting, a written report is supplied to the CSE on the student's progress and requirements to address language needs.

In addition, even if students are not designated as ELLs they may still qualify for a bilingual evaluation. For example, if a student scores Commanding on the NYSESLAT, a Bilingual Verbal Abilities Test (BVAT) is administered or a bilingual evaluator conducts a family interview to see if the student is more proficient in their first language (L1). If that is the case, a bilingual evaluation would be conducted.

As determined by the CSE some students receive bilingual special education programs/related services within the district.

Office of Bilingual Education and World Languages (OBEWL)

Issue: Priority Measure 1.3: By June 2025, increase the percentage of English Language Learners demonstrating growth in acquisition of English language skills, by increasing the number of ELLS at the Transitioning, Expanding and Commanding levels

Feedback: This is a good goal, but it would be good to also break out and disaggregate a specific goal for students who have reached Commanding and exit ELL status. The District should take a deeper dive into the data to determine why so many students are not advancing from Emerging to Commanding.

Response: The department has consistently reviewed data regarding student growth from one proficiency level to the next. It has been determined that newly enrolled students who are at the Entering proficiency level in English make tremendous progress and are able to reach the highest quartile of the Emerging level or the first quartile of the Transitioning levels after one year of high quality instruction. Focused attention has been made to determine why student growth from the Expanding to the Commanding proficiency level has been very minimal for the last 5 years. The examination of this data revealed that ELLs who have been enrolled in the district since Kindergarten reach the Commanding level by 4th or 5th grade. This seems to be in alignment with the research that indicates that it may take 5-7 years for students to reach academic language proficiency. A deeper dive into the data prompted a review of why students who enter the district at the middle or high school level demonstrate high increases in language proficiency in the beginning stages of language acquisition, but minimal growth moving forward. This resulted in a deeper review of the district's language acquisition programs. Analysis of data gathered from classroom walkthroughs, curriculum reviews, quarterly literacy and math assessments, student attendance, and feedback from school building administrators and teachers resulted in the determination that there needed to be an alignment between content and language instruction. A partnership was created between the district and the Hudson Valley RBERN to provide professional development to ENL and content area teachers. The professional development included understanding the language proficiency descriptors, differentiating instruction, and provided appropriate scaffolds based on the student's specific language proficiency level. A more intensive professional development series for ENL teachers focused on breaking down the instructional standards to determine what skills students must learn and how they will need to demonstrate their learning. This professional development series also included the importance of providing specific and actionable feedback for student growth. The department's Academic Standards Facilitators supported this process by modeling lessons, providing actionable feedback to teachers, and supporting building administrators by identifying key "look-fors" during classroom walkthroughs. The department will continue to review and assess the district's language acquisition programs to ensure that there is consistent alignment between content and language learning and that teachers set high expectations for students while providing them with the necessary support.

Issue: Strategy Implementation Students with Disabilities and English Language Learners: Pillar Four

Feedback: Making content-based standards accessible for ELLs is critical, especially for content area teachers of non-ELL specific classes.

Response: Professional development for content and ENL teachers is provided by the district in partnership with the Hudson Valley RBERN. There is an intense focus on making grade level standards-based content comprehensible for ELLs. Teachers concentrate on providing instructional scaffolds that expand beyond translation of vocabulary and include opportunities for students to engage in higher order thinking skills both independently and in small groups. The alignment of content and language instruction has been critical in this process. This includes aligning supplement materials with the themes of the English Language Arts Modules as well as high school Global Studies and History curriculum maps. Supplemental resources are provided to students according to their independent reading levels in English based on the results of the quarterly literacy assessments. These materials reinforce the daily content area lessons.