



District Comprehensive Improvement Plan (DCIP)

**East Ramapo Central School District**

## 2022-2023 Summary of Priorities

| Title                               | Name                  | Signature |
|-------------------------------------|-----------------------|-----------|
| <b>Superintendent of Schools</b>    | Dr. Clarence G. Ellis |           |
| <b>Board of Education President</b> | Shimon Rose           |           |

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

|   |                                                                                   |
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| 1 | High expectation for teaching and learning (Pillar 1)                             |
| 2 | Culture of safety and strong relationships with families and community (Pillar 2) |
| 3 | Results-focused professional learning and collaboration (Pillar 3)                |
| 4 | Data-informed efficient and effective systems (Pillar 4)                          |

## PRIORITY 1

## Our Priority

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| <b>What will we prioritize to extend success in 2022-23?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | High Expectations for Teaching and Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>o <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>o <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p><b>Opportunity Statement:</b> Review of multiple primary and secondary sources of data led to the development and modification of action steps (methods) to meet the following educational strategies:</p> <p><u>Educational Strategy 1.1:</u> Strengthen the alignment of curriculum, assessment, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans (T1, L1, O1). Strategic Plan Goal Alignment: 1, 4</p> <p><u>Educational Strategy 1.2:</u> Strengthen student engagement and ownership of learning and implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation (T2, L1, L2). Strategic Plan Goal Alignment: 2, 3, 5</p> <p><u>Educational Strategy 1.3:</u> Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning (O2). Strategic Plan Goal Alignment: 3</p> <p><b>Data Review:</b> Point-in-time data was collected prior to June 30, 2022 for analysis and found the following:</p> |

## Priority 1

| Instructional Focus: All students experience continuous literacy/reading success in the early years. |              |             |             |             |             |
|------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                              | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| K at/above proficiency (Star Early Literacy)                                                         | All Students | 51%         | 36%         | 34%         | 40%         |
| Grade 1 at/above proficiency (Star Reading)                                                          | All Students | 37%         | 35%         | 27%         | 27%         |
| Grade 2 at/above proficiency (Star Reading)                                                          | All Students | 31%         | 30%         | 19%         | 20%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

| Instructional Focus: All students experience continuous success towards meeting or exceeding proficiency standards in English Language Arts. |              |             |             |             |             |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                                                                      | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| Grade 3 at/above proficiency (Star Reading)                                                                                                  | All Students | 32%         | 29%         | 18%         | 23%         |
| Grade 4 at/above proficiency (Star Reading)                                                                                                  | All Students | 33%         | 29%         | 24%         | 19%         |
| Grade 5 at/above proficiency (Star Reading)                                                                                                  | All Students | 26%         | 24%         | 21%         | 20%         |
| Grade 6 at/above proficiency (Star Reading)                                                                                                  | All Students | 24%         | 25%         | 23%         | 22%         |
| Grade 7 at/above proficiency (Star Reading)                                                                                                  | All Students | 27%         | 19%         | 22%         | 18%         |
| Grade 8 at/above proficiency (Star Reading)                                                                                                  | All Students | 20%         | 22%         | 16%         | 16%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

## Priority 1

| Instructional Focus: All students experience continuous success reading success on the secondary level. |              |             |             |             |             |
|---------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                                 | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| Grade 9 at/above proficiency (Star Reading)                                                             | All Students | 23%         | 17%         | 26%         | 13%         |
| Grade 10 at/above proficiency (Star Reading)                                                            | All Students | --          | 22%         | 19%         | 19%         |
| Grade 11 at/above proficiency (Star Reading)                                                            | All Students | --          | --          | 29%         | 16%         |
| Grade 12 at/above proficiency (Star Reading)                                                            | All Students | --          | --          | --          | 15%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

| Instructional Focus: All students and families feel engaged in their learning environment. |              |             |
|--------------------------------------------------------------------------------------------|--------------|-------------|
| Measure                                                                                    | Target Group | Spring 2022 |
| Student Average Daily Attendance                                                           | All Students | 88.2%       |
| Chronic Absence                                                                            | All Students | 44.6%       |

| Instructional Focus: All students and families feel safe in their learning environment. |                         |             |
|-----------------------------------------------------------------------------------------|-------------------------|-------------|
| Measure                                                                                 | Target Group            | Spring 2022 |
| Student Survey-School Safety (Panorama)                                                 | All Student Respondents | 50% (1,908) |
| Family Survey-School Safety (Panorama)                                                  | All Family Respondents  | 62% (1,769) |
| Suspensions                                                                             | All Students            | 2.6%        |

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

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|  | <ul style="list-style-type: none"><li>(1) demonstrate success in the early years,</li><li>(2) exhibit healthy, safe, supported, engaged, and challenged behaviors;</li><li>(3) be motivated confident, and empowered critical thinkers;</li><li>(4) show mastery of academic subjects and the arts;</li><li>(5) graduate from high school and show readiness for college and careers,</li></ul> |
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**AND** we will realize our vision in being proficient in all that we do.

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Key Strategies and Resources

| STRATEGY                                                   |  | METHODS                         | GAUGING SUCCESS                                                                                                                                                                                                 |                                     |                                     |                                     |
|------------------------------------------------------------|--|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| What strategies will we pursue as part of this commitment? |  | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This is the qualitative or quantitative indicator data; <i>metric for quarterly monitoring .</i> ) |                                     |                                     |                                     |
| Improvement Strategy                                       |  | Action Steps                    | Quarter 1<br>(July 1 to<br>Sept. 30)                                                                                                                                                                            | Quarter 2<br>(Oct. 1 to<br>Dec. 31) | Quarter 3<br>(Jan. 1 to<br>Mar. 31) | Quarter 4<br>(Apr. 1 to<br>Jun. 30) |

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| <p>Strategy Implementation Activity 1.1.1 Review and refine the instructional program to ensure that it provides guaranteed and viable curriculum, assessments, and materials reflective of the Culturally Responsive-Sustaining Framework (Curriculum)</p> | <p>Beginning July 2022, the <b>Office of Curriculum and Instruction</b> shall facilitate the multi-year work of curriculum development and refinement (curriculum, instruction, and assessments): English Language Arts, Science, Social Studies, Music, Computer Science, Health, and Physical Education (ARPA: Professional Salaries; Title: Supplies &amp; Materials)</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> | <p>District purchase Atlas license, K-12</p> <p>Curriculum units populated in Atlas Rubicon</p> <p>Frontline PD activity with attendance</p> | <p>Frontline PD activity with attendance</p> <p>Curriculum units populated in Atlas Rubicon</p> <p>Resource adoption process initiated</p> | <p>Frontline PD activity with attendance</p> <p>Curriculum units populated in Atlas Rubicon</p> | <p>Frontline PD activity with attendance</p> <p>Curriculum units populated in Atlas Rubicon</p> |
|                                                                                                                                                                                                                                                             | <p>Beginning October 2022, the <b>Office of Student Programs, Assessment and Evaluation</b> shall align instructional resources to the yearlong work of curriculum development and refinement.</p>                                                                                                                                                                                                                                                                                                      | <p>NA</p>                                                                                                                                    | <p>Curriculum units reflect modification and</p>                                                                                           | <p>Curriculum units reflect modification and accommoda</p>                                      | <p>Curriculum units reflect modification and accommodati</p>                                    |

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|                                                                                                                                          | <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> <p>Beginning October 2022, the <b>Office of Special Student Services</b> shall align instructional resources to the yearlong work of curriculum development and refinement.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> | NA                                                                                                                                     | accommodation for learners                                                                                                                                                                                                     | tion for learners                                                                                                                                                                                                              | on for learners                                                                                                                                                                                                                |
|                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                        | Curriculum units reflect modification and accommodation for learners                                                                                                                                                           | Curriculum units reflect modification and accommodation for learners                                                                                                                                                           | Curriculum units reflect modification and accommodation for learners                                                                                                                                                           |
| Strategy Implementation Activity 1.1.2 Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention) | <p>Beginning September 2022, the <b>Office of Curriculum and Instruction</b> will monitor critical data points that demonstrate the impact of each schools' RTI2/MTSS processes and protocols.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p>                                                                                                         | <p>Each building's weekly data meetings scheduled and shared</p> <p>Communicate the baseline data that will be monitored quarterly</p> | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by Subject Area</li> <li>● Suspensions</li> <li>● Attendance</li> </ul> | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by Subject Area</li> <li>● Suspensions</li> <li>● Attendance</li> </ul> | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by Subject Area</li> <li>● Suspensions</li> <li>● Attendance</li> </ul> |

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|  | <p>Beginning November 2022, the <b>Office of Curriculum and Instruction</b> will continue to invest in licenses and professional development to utilize during K–8 individualized tutoring sessions by subscribing to a literacy academic support network such as Book Nook (ARPA: Professional Services, Purchased Services)</p> <p>Non-recurring activity</p>                                                                                                                                                      | <p>Implementation plan with goal/objectives and indicators of progress</p>                                                                   | <p>Quarterly meeting to review</p>                                                                                                                                                                       | <p>Quarterly meeting to review</p>                                                                                                                                   | <p>Quarterly meeting to review</p>                                                                                                                                                |
|  | <p>By September 2022, the <b>Office of Curriculum and Instruction</b> will distribute library (digital and print) books to support social emotional learning and student independent reading of diverse/culturally representative high interest texts, as well as professional text for teacher/leader professional practices (Title: Supplies and Materials).</p> <p>Non-recurring activity</p>                                                                                                                     | <p>Distribution of books to school libraries</p>                                                                                             | <p>N/A</p>                                                                                                                                                                                               | <p>N/A</p>                                                                                                                                                           | <p>N/A</p>                                                                                                                                                                        |
|  | <p>Beginning October 2022, the <b>Office of Student Support Services</b> will establish monthly district-wide MTSS team meetings that provide guidance on the role of interventionists and all instructors in RTI2 decision making, student assessment and program implementation, along with the use of resources to meet the diverse needs of all learners throughout the District.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> | <p>Each building's weekly data meetings scheduled and shared; process and protocol documents shared identifying role of interventionists</p> | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by Subject Area</li> <li>● Suspensions</li> </ul> | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by</li> </ul> | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by Subject Area</li> </ul> |

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|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                       | <ul style="list-style-type: none"> <li>● Attendance</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Subject Area</li> <li>● Suspensions</li> <li>● Attendance</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>● Suspensions</li> <li>● Attendance</li> </ul>                                                                                                                                          |
|                                        | <p>Beginning August 2022, the <b>Office of Student Support Services</b> will coordinate professional development on Orton-Gillingham reading intervention strategies for all remaining teachers supporting K-3 students and K-8 students with disabilities to strengthen pedagogical understanding and implementation of the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). (IDEA, ARP, Title)</p> <p><i>Non-recurring activity</i></p> | Each building's weekly data meetings scheduled and shared; process and protocol documents shared identifying role of interventionists | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by Subject Area</li> <li>● Suspensions</li> <li>● Attendance</li> </ul> | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by Subject Area</li> <li>● Suspensions</li> <li>● Attendance</li> </ul> | <ul style="list-style-type: none"> <li>● Students at or above proficiency</li> <li>● Students at or above SGP of 50</li> <li>● Students Pass/Fail Rate by Subject Area</li> <li>● Suspensions</li> <li>● Attendance</li> </ul> |
| Strategy Implementation Activity 1.1.3 | Beginning September 2022, the <b>Office of Curriculum and Instruction</b> , shall engage leaders in professional learning experiences (ie, coaching) that include                                                                                                                                                                                                                                                                                                                          | Identified a book to anchor whole                                                                                                     | Frontline PD activity with attendance                                                                                                                                                                                          | Frontline PD activity                                                                                                                                                                                                          | Frontline PD activity with attendance                                                                                                                                                                                          |

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| Provide focused professional development that promotes teacher best practices to deliver a curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust instruction for improved student learning (Instruction). | <p>data-driven leadership and culturally relevant and responsive leadership practices (ARPA: Purchased Services).</p> <p><i>Non-recurring activity</i></p>                                                                                                                                                        | <p>group conversations</p> <p>Frontline PD activity with attendance</p> |                 | with attendance |                 |
| Strategy Implementation Activity 1.1.4 Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency                                     | <p>Beginning September 2022, the <b>Office of Curriculum and Instruction</b> will purchase content area curriculum resources instructional materials and equipment (ARPA: Purchased Services, Supplies and Materials; Title: Purchased Services, Supplies and Materials)</p> <p><i>Non-recurring activity</i></p> | Purchase Orders                                                         | Purchase Orders | Purchase Orders | Purchase Orders |

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| across the district (Instructional Materials).                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                    |                                                                                                                                                                        |                                                                                                                                                                        |                                                                                                                                                                        |
| Strategy Implementation Activity 1.1.5<br>Maximize use of the K-12 district-wide learning management system to provide a single place for teachers to access, present, and deliver instructional content in an organized manner to guide student learning (Technology). | <p>Beginning August 2022, the <b>Office of Curriculum and Instruction</b> will continue to monitor and communicate expectations to building leadership and teachers the use of Schoology as the K-12 district-wide learning management system by teachers for communication and blended learning (ARPA: Purchased Services, Supplies and Materials; Title: Purchased Services, Supplies and Materials)</p> <p><i>Non-recurring activity</i></p>                          | Leaders, teachers, and students will be provided with Schoology expectations and FAQ resource page | <p>Track % of teachers accessing Schoology daily</p> <p>Track % of students accessing Schoology daily</p> <p>Track average assignments posted by unique user daily</p> | <p>Track % of teachers accessing Schoology daily</p> <p>Track % of students accessing Schoology daily</p> <p>Track average assignments posted by unique user daily</p> | <p>Track % of teachers accessing Schoology daily</p> <p>Track % of students accessing Schoology daily</p> <p>Track average assignments posted by unique user daily</p> |
| Strategy Implementation Activity 1.2.1<br>Implement evidence-based interventions that strengthen student engagement and ownership to                                                                                                                                    | <b>Office of Student Support Services</b> will organize and facilitate the implementation of increased access to career-readiness courses for all secondary level students through expanded Career Technical Education (CTE) programming designed to enhance the professional capacity of staff in support of academic enrichment, college, career and citizenship readiness, with the goal of increased student academic proficiency and graduation rates. (ARP, Title) | Identify programs and partners to set goals and indicators of progress.                            | TBD                                                                                                                                                                    | TBD                                                                                                                                                                    | TBD                                                                                                                                                                    |

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| accelerate learning | <i>Non-recurring activity</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                |     |     |
|                     | Beginning July 2022, the <b>Office of Curriculum and Instruction</b> will continue to offer K-12 Expanded School Year (EXP) summer, after school, and Saturday programming that provides individualized and differentiated small-group supplemental instruction to address the needs of impacted students, including low-income students, students with disabilities, English language learners, migrant students, students experiencing homelessness and children and youth in foster care by hiring administrators, site supervisors, teachers, paraprofessionals, monitors, clerical staff, nurses, social workers, security, and administrators (ARPA: Professional Salaries) | N/A | Recruit and hire for positions | N/A | N/A |
|                     | <i>Non-recurring activity</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                |     |     |
|                     | Beginning July 2022, the <b>Transportation Department</b> will provide busing for all Expanded School Year programs (ARPA: Purchased Services)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | N/A | Completed routes               | N/A | N/A |
|                     | <i>Non-recurring activity</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                |     |     |
|                     | Beginning July 2022, <b>Office of Curriculum and Instruction</b> will partner with providers and teacher leaders to support curriculum and professional development for Expanded School Year programs in order to support individualized and small group instruction (ARPA: Purchased Services, Supplies and Materials).                                                                                                                                                                                                                                                                                                                                                          | N/A | Delivered PD and work sessions | N/A | N/A |
|                     | <i>Non-recurring activity</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                |     |     |

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| <p>Beginning of July 2022, the <b>Office of Student Support Services</b> alongside the Office of Curriculum and Instruction will expand K-8 Science, Technology, Engineering, and Math (STEM) programming in partnership with agencies such as 21st Century ED to create district partnerships with community agencies (OSSS) and map curriculum (C&amp;I) (ARPA: Purchased Services, Supplies and Materials)</p> <p><i>Non-recurring activity</i></p>                                                                          | <p>Identify programs and partners to set goals and indicators of progress.</p> | <p>TBD</p>                         | <p>TBD</p>                         | <p>TBD</p>                         |
| <p>Beginning July 2022, the <b>Office of Curriculum and Instruction</b> will map vertical and horizontal articulation of the 7-12 Technology Education curriculum and provide teacher professional development in partnership with agencies such as Project Lead the Way to expand graduation pathways (ARPA: Professional Salaries; Title: Professional Salaries, Supplies and Materials).</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p>      | <p>Implementation plan with goal/objectives and indicators of progress</p>     | <p>Quarterly meeting to review</p> | <p>Quarterly meeting to review</p> | <p>Quarterly meeting to review</p> |
| <p>Beginning August 2022, the <b>Office of Curriculum and Instruction</b> will collaborate with BOCES and science teachers to re-evaluate and develop the design of model secondary science lab for inquiry-based investigations (i.e., chemistry, physics, biology, aquatics, astronomy, earth science and Integrated Physics and Chemistry) (ARPA: Purchased Services, Supplies and Materials)</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> | <p>Implementation plan with goal/objectives and indicators of progress</p>     | <p>Quarterly meeting to review</p> | <p>Quarterly meeting to review</p> | <p>Quarterly meeting to review</p> |

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|                                                                                                                                                               | <p>Beginning July 2022, the <b>Office of Curriculum and Instruction</b> will develop a comprehensive guidance program for K-12 (ARPA: Professional Salaries, Supplies and Materials).</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p>                                                                                                   | Review and finalize plan with goal/objectives and indicators of progress                                                                                                                           | Quarterly meeting to review          | Quarterly meeting to review          | Quarterly meeting to review          |
|                                                                                                                                                               | <p>Beginning in September 2022, the <b>Office of Curriculum and Instruction</b> will monitor the implementation of the Comprehensive Guidance plan.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p>                                                                                                                                     | NA                                                                                                                                                                                                 | Quarterly meeting to review          | Quarterly meeting to review          | Quarterly meeting to review          |
| Strategy Implementation Activity 1.2.2 Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades | <p>Beginning October 2022, the <b>Office of Curriculum and Instruction</b> will monitor the implementation and impact of school comprehensive education plans through facilitating Leadership in Action meetings and holding quarterly data conversations (ARPA: Professional Salaries)</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> | <p>Communicating district data points to monitor</p> <p>Calendar administration windows for common assessments (ie, districtwide universal screener and benchmark assessment for K–8 students)</p> | SCEP quarterly performance snapshots | SCEP quarterly performance snapshots | SCEP quarterly performance snapshots |

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|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                  | <p>calendar<br/>monthly<br/>meetings<br/>highlighting<br/>quarterly data<br/>shares</p> <p>calendar<br/>principal BoE<br/>presentations<br/>of SCEP<br/>quarterly<br/>performance<br/>snapshots</p> |                                   |                                   |                                   |
| <p>Strategy<br/>Implementation<br/>Activity 1.2.3<br/>Operationalize<br/>structures and<br/>systems to<br/>continuously<br/>monitor<br/>progress of<br/>grade 7-12<br/>students on<br/>track for<br/>on-time<br/>graduation.</p> | <p>Beginning in September 2022, the <b>Office of Curriculum and Instruction</b> will lead the monitoring of student progress towards on-time graduation by conducting transcript audits and Final Five status</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p>                                     | <p>Calendar<br/>quarterly<br/>meetings and<br/>audit dates</p>                                                                                                                                      | TBD                               | TBD                               | TBD                               |
|                                                                                                                                                                                                                                  | <p>Beginning in October 2022, the <b>Office of Curriculum and Instruction</b> will monitor the implementation and progress of partner academic, vocational and social-emotional programs to measure intended against actualized student outcomes.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> | <p>Calendar<br/>quarterly<br/>meetings with<br/>all partners</p> <p>Identify data<br/>points to<br/>monitor that<br/>may include<br/>the following:</p>                                             | Quarterly<br>meeting to<br>review | Quarterly<br>meeting to<br>review | Quarterly<br>meeting to<br>review |

Priority 1

|                                                                                       |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                              |                                                              |                                                              |                                                              |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
|                                                                                       |                                                                                                                                                                                                                                                                                                                                           | % average attendance in program<br><br>% average attendance in school<br><br>% of students passing hours of support<br><br>% of students advancing to next grade level<br><br>% of high school seniors graduating<br><br># college tours<br><br>Naviance student plan completion college and career advisory meetings<br><br>College, career, financial aid, and scholarship parent meetings |                                                              |                                                              |                                                              |
| Strategy Implementation Activity 1.2.4 Expand social emotional learning curriculum to | Beginning October 2022, the <b>Office of Student Support Services</b> will facilitate the organization of monthly professional development sessions for building level teams established to focus on the social emotional learning needs and climate of their respective buildings, with an emphasis on the implementation of restorative | Participant attendance<br><br>Building level suspension data                                                                                                                                                                                                                                                                                                                                 | Participant attendance<br><br>Building level suspension data | Participant attendance<br><br>Building level suspension data | Participant attendance<br><br>Building level suspension data |

Priority 1

|                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                     |                                     |                                     |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| include that support adopted restorative practices.                                                                                                      | practices, through partners specializing in restorative practices (SEE3). (ARP, Title)<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i>                                                                                                                                                                                                                                                                                        |                                     |                                     |                                     |                                     |
| Strategy Implementation Activity 1.3.1<br>Ensure that all students have access to technology-based devices to facilitate blended learning in classrooms. | By October 2022, the <b>Department of Management Information Systems (Technology)</b> will communicate to building-level Distributions Teams charged with managing device distribution the District's expectations for adherence to common protocols, such as inputting data related distribution, inventory, and monitoring of individual devices for all students and staff<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i> | Device Distribution Database Report | Device Distribution Database Report | Device Distribution Database Report | Device Distribution Database Report |

## Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

All end-of-year targets are listed in the Long Term Strategic Academic and Fiscal Plan located on the district site at <https://www.ercsd.org/Page/11701>.

### **Goal 1: Success in the Early Years**

- Measurable Objective 1.1: By June 2025, increase the percentage of K-2 early literacy to at/above proficiency (40 PR).
- Measurable Objective 1.2: By June 2025, increase the percentage of K-3 students in the least restrictive environment, resulting in a reduction of classification rates, in-district initial referrals to CSE, and out-of-district placements as compared to the previous year.
- Measurable Objective 1.3: By June 2025, increase the percentage of K-2 English Language Learners demonstrating growth in English Language skills acquisition.

### **Goal 2: Fostering a healthy, safe, supported, engaged, and challenged learning environment**

- Measurable Objective 2.1: By June 2025, increase the favorable perception of school safety district-wide.
- Measurable Objective 2.2: By June 2025, increase family and school relationships.

### **Goal 3: Developing motivated, confident, empowered critical thinkers**

- Measurable Objective 3.1: By June 2025, improve overall District attendance, resulting in a reduction of K-12 chronic absenteeism.

### **Goal 4: Mastery of Academic Subjects and the Arts**

- Measurable Objective 4.1: By June 2025, demonstrate an overall increase in students' proficiency on English and Math state exams.
- Measurable Objective 4.2: By June 2025, demonstrate an overall increase in students' proficiency in fine and performing arts programming.

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

- Measurable Objective 5.1: By June 2025, increase student readiness at the end of key grade levels.
- Measurable Objective 5.2: By August 2025, increase the overall District graduation rates.

## PRIORITY 2

## Our Priority

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What will we prioritize to extend success in 2022-23?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Culture of safety and strong relationships with families and community</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>o <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>o <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p><b>Opportunity Statement:</b> Review of multiple primary and secondary sources of data led to the development and modification of action steps (methods) to meet the following educational strategies:</p> <p><u>Educational Strategy 2.1:</u> Enhance parental engagement in student success through training, collaboration, and communication (T3, L3, O3). Strategic Plan Goal Alignment: 2, 3</p> <p><u>Educational Strategy 2.2:</u> Educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students (T4, L4, O4). Strategic Plan Goal Alignment: 2, 3</p> <p><u>Educational Strategy 2.3:</u> Ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student's academic and social emotional progress, using district-wide developmentally appropriate protocols to ensure consistency and coherence (T4, L4, O4). Strategic Plan Goal Alignment: 2, 3</p> <p><b>Data Review:</b> Point-in-time data was collected prior to June 30, 2022 for analysis and found the following:</p> |

## Priority 2

| Instructional Focus: All students experience continuous literacy/reading success in the early years. |              |             |             |             |             |
|------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                              | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| K at/above proficiency (Star Early Literacy)                                                         | All Students | 51%         | 36%         | 34%         | 40%         |
| Grade 1 at/above proficiency (Star Reading)                                                          | All Students | 37%         | 35%         | 27%         | 27%         |
| Grade 2 at/above proficiency (Star Reading)                                                          | All Students | 31%         | 30%         | 19%         | 20%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

| Instructional Focus: All students experience continuous success towards meeting or exceeding proficiency standards in English Language Arts. |              |             |             |             |             |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                                                                      | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| Grade 3 at/above proficiency (Star Reading)                                                                                                  | All Students | 32%         | 29%         | 18%         | 23%         |
| Grade 4 at/above proficiency (Star Reading)                                                                                                  | All Students | 33%         | 29%         | 24%         | 19%         |
| Grade 5 at/above proficiency (Star Reading)                                                                                                  | All Students | 26%         | 24%         | 21%         | 20%         |
| Grade 6 at/above proficiency (Star Reading)                                                                                                  | All Students | 24%         | 25%         | 23%         | 22%         |
| Grade 7 at/above proficiency (Star Reading)                                                                                                  | All Students | 27%         | 19%         | 22%         | 18%         |
| Grade 8 at/above proficiency (Star Reading)                                                                                                  | All Students | 20%         | 22%         | 16%         | 16%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

## Priority 2

| Instructional Focus: All students experience continuous success reading success on the secondary level. |              |             |             |             |             |
|---------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                                 | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| Grade 9 at/above proficiency (Star Reading)                                                             | All Students | 23%         | 17%         | 26%         | 13%         |
| Grade 10 at/above proficiency (Star Reading)                                                            | All Students | --          | 22%         | 19%         | 19%         |
| Grade 11 at/above proficiency (Star Reading)                                                            | All Students | --          | --          | 29%         | 16%         |
| Grade 12 at/above proficiency (Star Reading)                                                            | All Students | --          | --          | --          | 15%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

| Instructional Focus: All students and families feel engaged in their learning environment. |              |             |
|--------------------------------------------------------------------------------------------|--------------|-------------|
| Measure                                                                                    | Target Group | Spring 2022 |
| Student Average Daily Attendance                                                           | All Students | 88.2%       |
| Chronic Absence                                                                            | All Students | 44.6%       |

| Instructional Focus: All students and families feel safe in their learning environment. |                         |             |
|-----------------------------------------------------------------------------------------|-------------------------|-------------|
| Measure                                                                                 | Target Group            | Spring 2022 |
| Student Survey-School Safety (Panorama)                                                 | All Student Respondents | 50% (1,908) |
| Family Survey-School Safety (Panorama)                                                  | All Family Respondents  | 62% (1,769) |
| Suspensions                                                                             | All Students            | 2.6%        |

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;

Priority 2

- (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 in being proficient in all that we do.

## Key Strategies and Resources

| STRATEGY                                                                                                                                        |  | METHODS                                                                                                                                                                                                                                                                                                                                                                                 | GAUGING SUCCESS                                                                                                                                                       |                                  |                                  |                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------|----------------------------------|
| What strategies will we pursue as part of this commitment?                                                                                      |  | What does this strategy entail?                                                                                                                                                                                                                                                                                                                                                         | What specifically will we look for during the year to know that this strategy is having the desired impact? (This is the qualitative or quantitative indicator data.) |                                  |                                  |                                  |
| Improvement Strategy                                                                                                                            |  | Action Steps                                                                                                                                                                                                                                                                                                                                                                            | Quarter 1<br>(July 1 to Sept. 30)                                                                                                                                     | Quarter 2<br>(Oct. 1 to Dec. 31) | Quarter 3<br>(Jan. 1 to Mar. 31) | Quarter 4<br>(Apr. 1 to Jun. 30) |
| Strategy Implementation<br>Activity 2.1.1<br>Enhance parental engagement in student success through training, collaboration, and communication. |  | By June 2023, the <b>Office of Curriculum and Instruction</b> will have facilitated at least six (6) Family University <i>learning</i> sessions, providing interpreters in both Spanish and Haitian Creole (ARPA: Professional Salaries, Purchased Services)<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i> | Purchase order<br><br>Share dates with community                                                                                                                      | N/A                              | N/A                              | N/A                              |
|                                                                                                                                                 |  | Beginning September 2022, the <b>Office of Curriculum and Instruction</b> will facilitate building level use of Family ID to monitor extra-curricular, co-curricular, interscholastic participation (Title: Purchased Services, Supplies and Materials)<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i>      | Meet with building leadership to communicate expectations of Family ID use.                                                                                           | Family ID Report                 | Family ID Report                 | Family ID Report                 |
| Strategy Implementation<br>Activity 2.2.1 Build strong and trusting relationships and                                                           |  | Beginning September 2022, the <b>Office of Curriculum and instruction</b> will monitor the implementation of school-building monthly family and community engagement (FACE) events.                                                                                                                                                                                                     | Buildings share dates with community                                                                                                                                  | N/A                              | N/A                              | N/A                              |

Priority 2

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                        |                                                                                                        |                                                                                                        |                                                                                                        |
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| family-school partnerships through family and community engagement opportunities. | <i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                        |                                                                                                        |                                                                                                        |                                                                                                        |
|                                                                                   | By August 2022, the <b>Personnel Office</b> will build the instructional calendar to include at least two opportunities for formal parent-teacher conferences to allow for two-way dialog about a student's academic and social-emotional progress.<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i>                                                                                                                  | Instructional Calendar                                                                                 | N/A                                                                                                    | N/A                                                                                                    | N/A                                                                                                    |
|                                                                                   | By August 2022, the <b>Office of Curriculum and Instruction</b> will provide schools access to technology to schedule and track conferences, such as SignUp, whether in-person or virtually (ARPA: Purchased Services, Supplies and Materials)<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i>                                                                                                                       | Communication to building leadership for district expectations of use.                                 | Analytics from tool                                                                                    | Analytics from tool                                                                                    | Analytics from tool                                                                                    |
|                                                                                   | By June 2023, <b>Superintendent</b> will hold four Town Halls entitled, "Conversation with Clarence" and monthly Superintendent Circles for Students and Community as an open forum to respond to questions and outline the District's progress pertaining to identified goals, providing interpreters in both Spanish and Haitian Creole (ARPA: Purchased Services)<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i> | Unique attendance at each town hall meeting and Superintendent Circle<br><br>Community survey feedback | Unique attendance at each town hall meeting and Superintendent Circle<br><br>Community survey feedback | Unique attendance at each town hall meeting and Superintendent Circle<br><br>Community survey feedback | Unique attendance at each town hall meeting and Superintendent Circle<br><br>Community survey feedback |

Priority 2

## Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

All end-of-year targets are listed in the Long Term Strategic Academic and Fiscal Plan located on the district site at <https://www.ercsd.org/Page/11701>.

### **Goal 1: Success in the Early Years**

- Measurable Objective 1.1: By June 2025, increase the percentage of K-2 early literacy to at/above proficiency (40 PR).
- Measurable Objective 1.2: By June 2025, increase the percentage of K-3 students in the least restrictive environment, resulting in a reduction of classification rates, in-district initial referrals to CSE, and out-of-district placements as compared to the previous year.
- Measurable Objective 1.3: By June 2025, increase the percentage of K-2 English Language Learners demonstrating growth in English Language skills acquisition.

### **Goal 2: Fostering a healthy, safe, supported, engaged, and challenged learning environment**

- Measurable Objective 2.1: By June 2025, increase the favorable perception of school safety district-wide.
- Measurable Objective 2.2: By June 2025, increase family and school relationships.

### **Goal 3: Developing motivated, confident, empowered critical thinkers**

- Measurable Objective 3.1: By June 2025, improve overall District attendance, resulting in a reduction of K-12 chronic absenteeism.

### **Goal 4: Mastery of Academic Subjects and the Arts**

- Measurable Objective 4.1: By June 2025, demonstrate an overall increase in students' proficiency on English and Math state exams.
- Measurable Objective 4.2: By June 2025, demonstrate an overall increase in students' proficiency in fine and performing arts programming.

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

- Measurable Objective 5.1: By June 2025, increase student readiness at the end of key grade levels.
- Measurable Objective 5.2: By August 2025, increase the overall District graduation rates.

## PRIORITY 3

## Our Priority

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What will we prioritize to extend success in 2022-23?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Results-focused professional learning and collaboration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>o <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>o <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p><b>Opportunity Statement:</b> Review of multiple primary and secondary sources of data led to the development and modification of action steps (methods) to meet the following educational strategies:</p> <p><u>Educational Strategy 3.1:</u> Provide ongoing professional development and instructional coaching focused on effective implementation of the Foundational 5 teaching practices by every teacher, in every classroom, every day (T5, L5, O6) Strategic Plan Goal Alignment: 1, 4, 5</p> <p><u>Educational Strategy 3.2:</u> Provide continuous professional learning, coaching, and support to principals and school instructional leadership teams to accelerate their proficiency relative to the five Leverage Leadership Competencies (T6, L5, O6). Strategic Plan Goal Alignment: 1, 4, 5</p> <p><u>Educational Strategy 3.3:</u> Implement high-functioning structures and processes to strengthen growth mindset; data-informed, rigorous planning; hybrid/virtual learning platforms; collegial collaboration; and culture of continuous improvement (T3, L6, O5). Strategic Plan Goal Alignment: 1, 4, 5</p> <p><b>Data Review:</b> Point-in-time data was collected prior to June 30, 2022 for analysis and found the following:</p> |

### Priority 3

| Instructional Focus: All students experience continuous literacy/reading success in the early years. |              |             |             |             |             |
|------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                              | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
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Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

| Instructional Focus: All students experience continuous success towards meeting or exceeding proficiency standards in English Language Arts. |              |             |             |             |             |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                                                                      | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| Grade 3 at/above proficiency (Star Reading)                                                                                                  | All Students | 32%         | 29%         | 18%         | 23%         |
| Grade 4 at/above proficiency (Star Reading)                                                                                                  | All Students | 33%         | 29%         | 24%         | 19%         |
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| Grade 8 at/above proficiency (Star Reading)                                                                                                  | All Students | 20%         | 22%         | 16%         | 16%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

### Priority 3

| Instructional Focus: All students experience continuous success reading success on the secondary level. |              |             |             |             |             |
|---------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                                 | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| Grade 9 at/above proficiency (Star Reading)                                                             | All Students | 23%         | 17%         | 26%         | 13%         |
| Grade 10 at/above proficiency (Star Reading)                                                            | All Students | --          | 22%         | 19%         | 19%         |
| Grade 11 at/above proficiency (Star Reading)                                                            | All Students | --          | --          | 29%         | 16%         |
| Grade 12 at/above proficiency (Star Reading)                                                            | All Students | --          | --          | --          | 15%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

| Instructional Focus: All students and families feel engaged in their learning environment. |              |             |
|--------------------------------------------------------------------------------------------|--------------|-------------|
| Measure                                                                                    | Target Group | Spring 2022 |
| Student Average Daily Attendance                                                           | All Students | 88.2%       |
| Chronic Absence                                                                            | All Students | 44.6%       |

| Instructional Focus: All students and families feel safe in their learning environment. |                         |             |
|-----------------------------------------------------------------------------------------|-------------------------|-------------|
| Measure                                                                                 | Target Group            | Spring 2022 |
| Student Survey-School Safety (Panorama)                                                 | All Student Respondents | 50% (1,908) |
| Family Survey-School Safety (Panorama)                                                  | All Family Respondents  | 62% (1,769) |
| Suspensions                                                                             | All Students            | 2.6%        |

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,

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Priority 3

- (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 in being proficient in all that we do.

## Key Strategies and Resources

| STRATEGY                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                   | METHODS                                                                                                                                                                                            | GAUGING SUCCESS                               |                                               |                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|--|
| What strategies will we pursue as part of this commitment?                                                                                                                                                                | What does this strategy entail?                                                                                                                                                                                                                                                                                                   | What specifically will we look for during the year to know that this strategy is having the desired impact? (This is the qualitative or quantitative indicator data.)                              |                                               |                                               |                                               |  |
| Improvement Strategy                                                                                                                                                                                                      | Action Steps                                                                                                                                                                                                                                                                                                                      | Quarter 1<br>(July 1 to Sept. 30)                                                                                                                                                                  | Quarter 2<br>(Oct. 1 to Dec. 31)              | Quarter 3<br>(Jan. 1 to Mar. 31)              | Quarter 4<br>(Apr. 1 to Jun. 30)              |  |
| Strategy Implementation<br>Activity 3.1.1 Provide ongoing professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners. | Beginning September 2022, the <b>Office Curriculum and Instruction</b> will identify leaders and monolingual teachers to provide professional learning experiences in advanced literacy strategies for linguistically diverse learners (ARPA: Professional Salaries, Supplies and Materials)<br><br><i>Non-recurring activity</i> | Provide building administrators with year-long professional development calendar/catalog; Provide time for buildings to develop, calendar, and catalog year-long professional learning experiences | Metric: Frontline PD Activity with Attendance | Metric: Frontline PD Activity with Attendance | Metric: Frontline PD Activity with Attendance |  |
|                                                                                                                                                                                                                           | Beginning September 2022, the <b>Office of Student Programs, Assessment and Evaluation</b> will partner with the Office of Curriculum and Instruction to provide professional learning experiences in advanced literacy strategies for                                                                                            |                                                                                                                                                                                                    |                                               |                                               |                                               |  |

Priority 3

|  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                               |                                                                                                        |                                                                                                        |                                                                                                               |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  | <p>linguistically diverse learners (ARPA: Professional Salaries, Supplies and Materials)</p> <p><i>Non-recurring activity</i></p>                                                                                                                                                                                                                                                                               |                                                                                                               |                                                                                                        |                                                                                                        |                                                                                                               |
|  | <p>Beginning September 2022, the <b>Office Curriculum and Instruction</b> will strengthen its partnership with the East Ramapo Teacher Center (TC) to support end of year goal attainment by ensuring TC alignment to Long Term Strategic Academic and Fiscal Plan (LTSFP)</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p>       | <p>Calendar 6-8 meetings with TC</p> <p>Identify key data points to discuss during quarterly meeting</p>      | <p>Quarterly meeting to review</p>                                                                     | <p>Quarterly meeting to review</p>                                                                     | <p>Quarterly meeting to review</p>                                                                            |
|  | <p>Beginning October 2022, the <b>Office Curriculum and Instruction</b> will monitor building use of Frontline Professional Growth Platform to calendar, organize, and manage professional development activities.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p>                                                               | <p>Calendar quarterly meetings with school administrators assigned to manage Frontline.</p>                   | <p>Review Frontline PD activity data</p>                                                               | <p>Review Frontline PD activity data</p>                                                               | <p>Review Frontline PD activity data</p>                                                                      |
|  | <p>Beginning September 2022, the <b>Office of Student Support Services</b>, in partnership with the Lower Hudson Regional Partnership Center, will provide monthly training and coaching for self-contained and ICT teachers on the targeted use of data to support instruction.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> | <p>Number of teachers trained</p> <p>Evidence of implementation of data driven instruction (lesson plans,</p> | <p>Number of teachers trained</p> <p>Evidence of implementation of data driven instruction (lesson</p> | <p>Number of teachers trained</p> <p>Evidence of implementation of data driven instruction (lesson</p> | <p>Number of teachers trained</p> <p>Evidence of implementation of data driven instruction (lesson plans,</p> |

Priority 3

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | observed lessons)<br><br>Participant feedback survey | plans, observed lessons)<br><br>Participant feedback survey | plans, observed lessons)<br><br>Participant feedback survey | observed lessons)<br><br>Participant feedback survey |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|
|  | <p>By October 2022, the <b>Office of Special Programs, Evaluations, and Assessment</b> will implement the recommendation in accordance with the timeline following the completion of a review of English language learner programming, development of recommendations for improvement, creation of a timeline for implementing the recommendations.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p>                                                        | Timeline                                             | TBD                                                         | TBD                                                         | TBD                                                  |
|  | <p>By June 2023, the <b>Office of Special Programs, Evaluations, and Assessment</b> will ensure the appropriate number of teachers and building and District leaders will have received PD on targeted strategies to improve the academic outcomes for English Language Learners through on-going data analysis and site visits, and respondents shall have rated the PD effective in terms of usefulness.</p> <p><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i></p> | N/A                                                  | Professional Development Sessions                           | TBD                                                         | TBD                                                  |

Priority 3

|                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                           |                                                                                           |                                                                                           |                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Strategy Implementation<br>Activity 3.2.1 Facilitate necessary modifications to the Learning Walk Tool and School Support Visits, monitor their implementation, and analyze data collection to support building leaders in the development/identification/assignment of professional learning for all teachers targeted to support improved teacher practice and student engagement. | By October 2022, the <b>Office Curriculum and Instruction</b> will have access to each building's learning walk feedback tool data<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i>                                                                                                                                                   | Learning Walk Data.                                                                       | Learning Walk Data.                                                                       | Learning Walk Data.                                                                       | Learning Walk Data.                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                      | Beginning October 2022, the <b>Superintendent, in collaboration with the Assistant Superintendents</b> , will conduct instructional visits to each school building using Multidimensional Principal Performance Rubric (MPPR) guidance documents to provide assessment and feedback.<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i> | Number of completed visits<br><br>MPPR aligned ratings following each instructional visit | Number of completed visits<br><br>MPPR aligned ratings following each instructional visit | Number of completed visits<br><br>MPPR aligned ratings following each instructional visit | Number of completed visits<br><br>MPPR aligned ratings following each instructional visit |
| Strategy Implementation<br>Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships                                                                                                                                                                                                                       | Beginning September 2022, the <b>Office of Student Support Services</b> , in partnership with the University of Rochester, will establish peer leaders and adult advisors in each middle school trained to support research-based intervention strategies that limit vaping and other substance abuse.<br><br><i>Non-recurring activity</i>                                                                     | Program designed progress indicators                                                      | Quarterly Meetings                                                                        | Quarterly Meetings                                                                        | Quarterly Meetings                                                                        |

## Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

All end-of-year targets are listed in the Long Term Strategic Academic and Fiscal Plan located on the district site at <https://www.ercsd.org/Page/11701>.

### **Goal 1: Success in the Early Years**

- Measurable Objective 1.1: By June 2025, increase the percentage of K-2 early literacy to at/above proficiency (40 PR).
- Measurable Objective 1.2: By June 2025, increase the percentage of K-3 students in the least restrictive environment, resulting in a reduction of classification rates, in-district initial referrals to CSE, and out-of-district placements as compared to the previous year.
- Measurable Objective 1.3: By June 2025, increase the percentage of K-2 English Language Learners demonstrating growth in English Language skills acquisition.

### **Goal 2: Fostering a healthy, safe, supported, engaged, and challenged learning environment**

- Measurable Objective 2.1: By June 2025, increase the favorable perception of school safety district-wide.
- Measurable Objective 2.2: By June 2025, increase family and school relationships.

### **Goal 3: Developing motivated, confident, empowered critical thinkers**

- Measurable Objective 3.1: By June 2025, improve overall District attendance, resulting in a reduction of K-12 chronic absenteeism.

### **Goal 4: Mastery of Academic Subjects and the Arts**

- Measurable Objective 4.1: By June 2025, demonstrate an overall increase in students' proficiency on English and Math state exams.
- Measurable Objective 4.2: By June 2025, demonstrate an overall increase in students' proficiency in fine and performing arts programming.

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

- Measurable Objective 5.1: By June 2025, increase student readiness at the end of key grade levels.
- Measurable Objective 5.2: By August 2025, increase the overall District graduation rates.

## PRIORITY 4

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

### Our Priority

| What will we prioritize to extend success in 2022-23?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | High School Graduation and Readiness for College and Careers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>o <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>o <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p><b>Opportunity Statement:</b> Review of multiple primary and secondary sources of data led to the development and modification of action steps (methods) to meet the following educational strategies:</p> <p><u><b>Educational Strategy 4.1:</b></u> Implement a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents (T7, L7, O7). Strategic Plan Goal Alignment: 4, 5</p> <p><u><b>Educational Strategy 4.2:</b></u> Organize central roles, resources, and processes to better support schools (T8, L8, O8). Strategic Plan Goal Alignment: 2, 4, 5</p> <p><u><b>Educational Strategy 4.3:</b></u> Organize school and district-based ceremonies to celebrate the accomplishments of staff, students, and district stakeholders (T8, L8, O7). Strategic Plan Goal Alignment: 2, 4, 5</p> <p><b>Data Review:</b> Point-in-time data was collected prior to June 30, 2022 for analysis and found the following:</p> |

## Priority 4

| Instructional Focus: All students experience continuous literacy/reading success in the early years. |              |             |             |             |             |
|------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                              | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| K at/above proficiency (Star Early Literacy)                                                         | All Students | 51%         | 36%         | 34%         | 40%         |
| Grade 1 at/above proficiency (Star Reading)                                                          | All Students | 37%         | 35%         | 27%         | 27%         |
| Grade 2 at/above proficiency (Star Reading)                                                          | All Students | 31%         | 30%         | 19%         | 20%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

| Instructional Focus: All students experience continuous success towards meeting or exceeding proficiency standards in English Language Arts. |              |             |             |             |             |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                                                                      | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| Grade 3 at/above proficiency (Star Reading)                                                                                                  | All Students | 32%         | 29%         | 18%         | 23%         |
| Grade 4 at/above proficiency (Star Reading)                                                                                                  | All Students | 33%         | 29%         | 24%         | 19%         |
| Grade 5 at/above proficiency (Star Reading)                                                                                                  | All Students | 26%         | 24%         | 21%         | 20%         |
| Grade 6 at/above proficiency (Star Reading)                                                                                                  | All Students | 24%         | 25%         | 23%         | 22%         |
| Grade 7 at/above proficiency (Star Reading)                                                                                                  | All Students | 27%         | 19%         | 22%         | 18%         |
| Grade 8 at/above proficiency (Star Reading)                                                                                                  | All Students | 20%         | 22%         | 16%         | 16%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

## Priority 4

| Instructional Focus: All students experience continuous success reading success on the secondary level. |              |             |             |             |             |
|---------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Measure                                                                                                 | Target Group | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
| Grade 9 at/above proficiency (Star Reading)                                                             | All Students | 23%         | 17%         | 26%         | 13%         |
| Grade 10 at/above proficiency (Star Reading)                                                            | All Students | --          | 22%         | 19%         | 19%         |
| Grade 11 at/above proficiency (Star Reading)                                                            | All Students | --          | --          | 29%         | 16%         |
| Grade 12 at/above proficiency (Star Reading)                                                            | All Students | --          | --          | --          | 15%         |

Note: Data retrieved from Renaissance Star Longitudinal Report July 2022.

| Instructional Focus: All students and families feel engaged in their learning environment. |              |             |
|--------------------------------------------------------------------------------------------|--------------|-------------|
| Measure                                                                                    | Target Group | Spring 2022 |
| Student Average Daily Attendance                                                           | All Students | 88.2%       |
| Chronic Absence                                                                            | All Students | 44.6%       |

| Instructional Focus: All students and families feel safe in their learning environment. |                         |             |
|-----------------------------------------------------------------------------------------|-------------------------|-------------|
| Measure                                                                                 | Target Group            | Spring 2022 |
| Student Survey-School Safety (Panorama)                                                 | All Student Respondents | 50% (1,908) |
| Family Survey-School Safety (Panorama)                                                  | All Family Respondents  | 62% (1,769) |
| Suspensions                                                                             | All Students            | 2.6%        |

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;

Priority 4

- (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 in being proficient in all that we do.

## Key Strategies and Resources

| STRATEGY                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                   | METHODS                                                                                                                                                               |                                  | GAUGING SUCCESS                  |                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------|----------------------------------|--|
| What strategies will we pursue as part of this commitment?                                                                                                                                                                                   | What does this strategy entail?                                                                                                                                                                                                                                                                                                                                                                   | What specifically will we look for during the year to know that this strategy is having the desired impact? (This is the qualitative or quantitative indicator data.) |                                  |                                  |                                  |  |
| Improvement Strategy                                                                                                                                                                                                                         | Action Steps                                                                                                                                                                                                                                                                                                                                                                                      | Quarter 1<br>(July 1 to Sept. 30)                                                                                                                                     | Quarter 2<br>(Oct. 1 to Dec. 31) | Quarter 3<br>(Jan. 1 to Mar. 31) | Quarter 4<br>(Apr. 1 to Jun. 30) |  |
| Strategy Implementation Activity 4.1.1 Establish a system that incorporates formative, interim, and summative assessments on student performance to provide meaningful and interpretable data for responsible instructional decision-making. | Beginning September 2022, the <b>Office of Curriculum and Instruction</b> will administer four cycles of the Renaissance Star Early Literacy, Reading and Math, the district-wide universal screener and benchmark assessment for K-12 students. (ARPA: General Funds)<br><br><i>Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)</i> | Calendared Assessment Windows.                                                                                                                                        | N/A                              | N/A                              | N/A                              |  |
| Strategy Implementation Activity 4.2.1 Stabilize a diverse and qualified educator workforce by clarifying roles and responsibilities                                                                                                         | By December 2022, the <b>Personnel Office</b> will have developed a plan to address issues of recruiting, hiring and retention of effective teachers and leaders.<br><br><i>Non-recurring activity</i>                                                                                                                                                                                            | Identify partnerships and resources                                                                                                                                   | Draft a plan of action           | N/A                              | N/A                              |  |
|                                                                                                                                                                                                                                              | By October 2022, the <b>Superintendent and Assistant Superintendents</b> will ensure district and building level organizational charts reflect                                                                                                                                                                                                                                                    | Completed organizational charts                                                                                                                                       | N/A                              | N/A                              | N/A                              |  |

Priority 4

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                             |                                                                                                             |                                                                                                             |                                                                                                             |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                                                                                                  | accurately the instructional and operational roles and responsibilities of leadership.<br><br><i>Non-recurring activity</i>                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                             |                                                                                                             |                                                                                                             |                                                                                                             |
| Strategy Implementation Activity 4.2.3 Provide all students access to a safe and inclusive learning environment. | Beginning September 2022, the <b>Office of Student Support Services</b> will organize the facilitation of coaching and building specific professional development sessions for all school leaders focused on developing their capacity to cultivate social emotional resilience, restorative practices and sustainable organizational leadership, as well as Diversity, Equity and Inclusion practices that curate communal well-being for all (Title, ARPA)<br><br><i>Non-recurring activity</i> | Climate and Culture Observation Walkthroughs<br><br>Student, Teacher & Staff, and Family Surveys (Panorama) | Climate and Culture Observation Walkthroughs<br><br>Student, Teacher & Staff, and Family Surveys (Panorama) | Climate and Culture Observation Walkthroughs<br><br>Student, Teacher & Staff, and Family Surveys (Panorama) | Climate and Culture Observation Walkthroughs<br><br>Student, Teacher & Staff, and Family Surveys (Panorama) |
|                                                                                                                  | By December 2022, as per the approved NYSED technology plan, the <b>Department of Management Information Systems (Technology)</b> will work with the security systems contractor to install security cameras, lockdown systems and card access in all schools. (Smart Schools Bond Act)<br><br><i>Non-recurring activity</i>                                                                                                                                                                      | N/A                                                                                                         | Completion                                                                                                  | Completion                                                                                                  | Completion                                                                                                  |
|                                                                                                                  | By September 2022, as per the approved NYSED technology plan, the <b>Department of Management Information Systems (Technology)</b> will expand the wireless infrastructure in all buildings, outdoor                                                                                                                                                                                                                                                                                              | N/A                                                                                                         | Completion                                                                                                  | Completion                                                                                                  | Completion                                                                                                  |

Priority 4

|                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |                 |                 |                 |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                                                                                                                     | <p>wireless for high schools and increase the internet bandwidth to 5 GB. (CARES, BOCES coser)</p> <p><i>Non-recurring activity</i></p>                                                                                                                                                                                                                                                                                             |                 |                 |                 |                 |
|                                                                                                                                     | <p>By August 2023, <b>Department of Management Information Systems (Technology)</b> will migrate district's network directory structure &amp; storage from Novell platform to Microsoft cloud platform (MS Azure) for ease of data access, broader global support, product compatibility, enhanced security features &amp; automatic integration with the digital resources. (BOCES coser)</p> <p><i>Non-recurring activity</i></p> | N/A             | N/A             | N/A             | N/A             |
| <p>Strategy Implementation Activity 4.2.4 Ensure that all students have equitable access to resources to better support schools</p> | <p>Beginning September 2022, the <b>Office of Curriculum and Instruction</b> will purchase music, art, physical education, health, and interscholastic equipment and materials (ARPA: Supplies and Materials; Title: Supplies and Materials)</p> <p><i>Non-recurring activity</i></p>                                                                                                                                               | Purchase Orders | Purchase Orders | Purchase Orders | Purchase Orders |

## Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

All end-of-year targets are listed in the Long Term Strategic Academic and Fiscal Plan located on the district site at <https://www.ercsd.org/Page/11701>.

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### **Goal 2: Fostering a healthy, safe, supported, engaged, and challenged learning environment**

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

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

- Measurable Objective 5.1: By June 2025, increase student readiness at the end of key grade levels.
- Measurable Objective 5.2: By August 2025, increase the overall District graduation rates.

## Our Team's Process

### Stakeholder Participation

#### Background

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

#### Team Members

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

| Name                        | Role                                                                      | School<br>(if applicable) |
|-----------------------------|---------------------------------------------------------------------------|---------------------------|
| Dr. Clarence Ellis          | Superintendent of Schools                                                 |                           |
| Ms. Ogechi Iwuoha           | Assistant Superintendent for Curriculum and Instruction                   |                           |
| Ms. Tamar Walker            | Assistant Superintendent for Student Support Services                     |                           |
| Ms. Melissa Barrow          | Assistant Superintendent for Student Programs, Assessment, and Evaluation |                           |
| Ms. Lyne M. Taylor          | Assistant Superintendent for Personnel                                    |                           |
| Dr. Daniel Shanahan         | Executive Director of External School Operations                          |                           |
| Dr. Augustina West          | Executive Director of Secondary Schools                                   |                           |
| Ms. Ellen Andriello         | Executive Director of Elementary Schools                                  |                           |
| Mr. Michael E. Smith        | Director for Fine and Performing Arts                                     |                           |
| Mr. Joe Toombs              | Director of Physical Education, Health, and Athletics                     |                           |
| Ms. Sonia Dominguez-Saravia | Director of Instructional Technology and Curriculum                       |                           |

Our Team's Process

|                                     |                                                 |  |
|-------------------------------------|-------------------------------------------------|--|
| Ms. Dominique Marable               | Director of Special Education                   |  |
| Mr. Bhavin Gandhi                   | Director of Information Technology Services     |  |
| Mr. Tom Carton                      | School Resources Officer                        |  |
| Elementary and Secondary Principals | Building Administrators                         |  |
| Leadership Team Members             | District, Building, Teacher, and Parent Leaders |  |

## Stakeholder Participation

### Meeting Dates

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

| Meeting Date | Location  |
|--------------|-----------|
| May 18       | Virtual   |
| May 23 to 30 | In-person |
| June 15      | Virtual   |
| June 16      | Virtual   |
| June 1       | In-person |
| June 6-9     | In-person |
| July 27-28   | Virtual   |

### Districts with TSI Schools Only

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

| Stakeholder group                                          | How the perspectives of this group have been incorporated into the DCIP?                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers responsible for teaching each identified subgroup | Many teachers of Hispanic students shared their views through the Equity Self-Reflection survey. Responses from teacher perception surveys equally informed the development or modifications to strategies.                                                                                                                                                     |
| Parents with children from each identified subgroup        | Parental voice as well as community voice were shared through the administration of family perception surveys. The community virtual town hall meeting held on June 16, 2022, provided was well attended and attendees asked questions on the focused topics of Increasing graduation rates and eliminating the achievement gap; Providing support for students |

### Stakeholder Participation

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas; Addressing student social-emotional health; Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness. Questions were asked in their native language and were given translated responses. Parents share the need for transportation and learning opportunities. |
| Secondary Schools: Students from each identified subgroup | The district reviewed results from the school's student interviews and student perception surveys to incorporate their voices in the development of the DCIP. Across schools, students expressed concern for safety noting challenges in transitioning to in-person instruction. Students shared the need for additional career exploration and learning opportunities to make up for unfinished learning.                                   |

## Submission Assurances

### Submission Assurances

#### Directions

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

1. X The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

#### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by August 1, 2022, the following documents:

March 1, 2022: Revised DCIP aligned to approved Long Term Strategic Academic and Fiscal Plan submitted for Board of Education approval.

1. DCIP Planning Document - July 30, 2021
2. DCIP - DCIP Planning Document and DCIP submitted to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) . New York State Education Department's response to submission attached as Appendix A.

#### Submission Assurances

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