

East Ramapo Central School District
Long Term Strategic Academic and Financial Improvement Plan
For 2025-2026

| INTENDED RESULTS | PLANNED WORK | EVIDENCE OF IMPLEMENTATION |
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| Long-Term Goals/Outcomes | Monitor Recommendations | DISTRICT ACCOMPLISHMENTS |
| Desired impact that will result from implementing monitor recommendations. (e.g., district, school, population group changes) | What actions must be taken by the district? | How do we know the recommendation has been implemented with fidelity or the intended outcome has been achieved? |
| Governance | | |
| <p>a. By June 30, 2026, the board will support superintendent efforts to increase student progress and outcomes districtwide as a standing agenda item in 100% of board meetings, as documented in meeting minutes and workshop attendance records.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none">· G1R· G11R· G12R· G14N· G15N <p>b. By June 30, 2026, the board will improve communication and community engagement with at least 60% of participants reporting improved</p> | <p>G1R: Effective immediately, district administration and board shall develop and adopt an annual calendar, approved by the monitors, that schedules the delivery of student performance reports (e.g., beginning, middle, and end of year) aligned with the district assessment plan and assessment calendar (e.g., state tests, interim benchmarks, graduation rates).</p> | <p>G1:</p> <ul style="list-style-type: none">● Board-approved calendar with report dates● Assessment calendar crosswalk● Copies of distributed performance reports (BOY, MOY, EOY)● Sample agendas/minutes from data presentations |
| | <p>G4R: The board members shall participate in a minimum of two professional development (PD) sessions during the 2025–2026 school year. These sessions must be aligned to the board’s commitment to ethical governance, effective data use, and strategic planning in support of all students. Training shall be facilitated by the New York State School Boards Association or a comparable provider. All sessions must be scheduled by October 31.</p> | <p>G4R:</p> <ul style="list-style-type: none">● PD calendar showing session dates,● Signed attendance logs,● Certificates of completion,● PD provider invoices/contracts,● Session agendas or● Presentation decks |

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| <p>satisfaction with board communication and accessibility on an annual stakeholder survey.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · G10 · G4R <p>c. By June 30, 2026, the board will improve its effectiveness in supervising and supporting the superintendent by implementing quarterly as measured by documented board minutes and an end-of-year self-assessment survey showing a 20% improvement in board-superintendent collaboration ratings.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · G7R · G8R · G15N · G16N · G17N | | |
| | G7R: By January 31, 2026, the board shall participate in at least one retreat to discuss progress on the LTSAFIP. | G7R: <ul style="list-style-type: none"> ● Retreat agenda with LTSAFP topics ● Participant sign-in sheet, ● Summary or notes from retreat discussions ● Revised photos or video if appropriate |
| | G8R: The annual superintendent evaluation shall begin within 30 days of the school year’s start and be explicitly aligned to the district goals and metrics in the LTSAFIP. The evaluation timeline and aligned goals shall be submitted to the monitors by October 22 or within 30 days of the school year's start, whichever comes first. By January 1, 2026, the board shall complete a midyear evaluation of the superintendent. | G8R: <ul style="list-style-type: none"> ● Evaluation timeline submitted to monitors ● Superintendent evaluation tool aligned to district goals, ● Midyear evaluation report signed by board, ● Evidence of board discussion (minutes), ● Documentation of SMART (Specific, Measurable, Attainable, Relevant, Timebound) goal-setting process |
| | G10: Effective immediately, district leadership and the board shall annually conduct and adequately promote throughout the district at least 2 board meetings in ERCSD public school locations. | G10: <ul style="list-style-type: none"> ● Meeting schedule showing locations, ● Photos or notices of public meetings at school sites, ● Community flyers or communications, ● Meeting minutes and attendance logs, ● Feedback surveys from attendees |
| | G11R: The board shall by June 2026 adopt a policy to improve literacy outcomes for every student, measured by an assessment tool approved by the superintendent. | G11R: <ul style="list-style-type: none"> ● Draft and final literacy policy ● Board resolution adopting the policy |
| | G12R: The board shall by June 2026 adopt a policy to improve numeracy outcomes for every student, measured by an assessment tool approved by the superintendent. | G12R: <ul style="list-style-type: none"> ● Draft and final numeracy policy; board resolution adopting the policy |

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| | G14N: Effective September 15, 2025, the board shall amend the board's agenda template to include a permanent "Student Outcomes" section, ensuring meeting includes a brief update or discussion on progress toward academic goals. | G14N: <ul style="list-style-type: none"> ● Revised board agenda template, ● Board minutes showing consistent use ● Screenshots or copies of published agendas ● Sample presentations delivered under this section. |
| | G15N: Effective by September 30, 2025, monitors and the board academic committee shall partner with the superintendent or instructional leaders to ensure data presentations to the board are concise, aligned to district goals, disaggregated by key student groups, and include clear trend analysis. | G15N: <ul style="list-style-type: none"> ● Data presentation templates showing alignment, ● Sample presentations disaggregated by subgroup, ● Agendas showing academic committee discussions ● |
| | G16N: By September 30, 2025, the board shall develop a standing protocol for quarterly superintendent check-ins focused on progress toward district goals, key initiatives, and leadership support needs. Ensure these sessions are documented during the board meetings scheduled for November 2025, February 2026, May 2026, and September 2026. | G16N: <ul style="list-style-type: none"> ● Protocol or schedule for check-ins, ● Meeting notes or summaries, ● Board minutes confirming sessions, and ● Action plans or follow-up memos tied to discussion topics ● |
| | G17N: By September 30, 2025, the board shall facilitate a goal-setting session to ensure mutual agreement and understanding of all district priorities and expectations for the superintendent, as part of the superintendent's evaluation process. | G17N: <ul style="list-style-type: none"> ● Meeting agenda ● Participant sign-in sheet ● Board resolution ● Meeting minutes ● Superintendent goal setting document |
| | G18N: The Board shall initiate a superintendent search by September 30, 2025, and secure a permanent superintendent by February 1, 2026. | G18N: <ul style="list-style-type: none"> ● Meeting agenda ● Participant sign-in sheet ● Board resolution |

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| | | <ul style="list-style-type: none"> • Board minutes |
| Turn Around Leadership | | |
| <p>a. By June 30, 2026, the district will ensure that all school-level planning, resource decisions, and instructional strategies are aligned to the Long-Term Strategic Academic and Financial Improvement Plan (LTSAFIP), monitored through leadership meetings, support visits, and data reviews, with at least 90% of school leaders reporting improved alignment between district and school priorities.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D1R8R · D1R12 · D1R1R, D1R13 <p>b. By June 30, 2026, the district will evaluate 100% of academic programs serving 100 or more students and annually review all district policies and protocols, resulting in aligned, evidence-based program decisions and a policy manual that is current, compliant, and actively guiding district operations.</p> | <p>D1R1R: By October 15, 2025, the district administration shall implement a standardized school support protocol, previewed by the monitors and led by cabinet members, that ensures that 100% of schools identified for CSI, TSI and ATSI receive at least one strategic support visit per month, with follow-up actions documented and tracked.</p> | <p>D1R1R:</p> <ul style="list-style-type: none"> • Protocol document, • Monitor preview confirmation/email • Calendar of monthly support visits • Completed support visit logs • Follow-up action plans with evidence of implementation • Visit summaries or feedback form |
| | <p>D1R3R: By October 30, 2025, the superintendent shall develop a multiyear Executive Leadership Professional Development Learning Plan for cabinet leaders. The plan shall be approved by the monitors and shall begin annually by January 2026. The plan shall include comprehensive training on executive leadership, strategic planning, change management, project management, data driven decision making, program evaluation, budgeting, etc.</p> | <p>D1R3R:</p> <ul style="list-style-type: none"> • Final multiyear PD plan with detailed calendar and objectives, • Evidence of monitor approval • Training agendas and topics (strategic planning, budgeting, etc.) • Attendance logs or certificates for cabinet members • Contracts or MOUs with external PD providers |
| | <p>D1R4: Effective immediately, all academic programs impacting a minimum of 100 ERCSD students, funded by local, state, or federal funds shall be evaluated for outcomes and impact, annually, during the months of February and June. A template for evaluating academic programs shall be approved by the monitors.</p> | <p>D1R4:</p> <ul style="list-style-type: none"> • Completed evaluation template approved by monitors • Sample program evaluations for February and June • Summary reports of findings and recommendations • Dashboard or tracker showing evaluation schedule and status |

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| <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D1R4 · D1R5R · D1R9R <p>c. By June 30, 2026, the district will implement and sustain a multi-year Executive Leadership Professional Learning Plan for cabinet-level leaders, resulting in increased effectiveness in strategic planning, data-driven decision-making, and school improvement implementation as evidenced by leadership evaluations and monitoring feedback.</p> | <p>D1R5R: District leadership shall implement a protocol, approved by the monitors, for regular reviewing, monitoring, and updating policies, for completion, annually by August 31.</p> | <p>D1R5R:</p> <ul style="list-style-type: none"> ● Approved policy review protocol ● calendar of policy review milestones, ● Tracker showing reviewed, revised, and updated policies ● Meeting agendas/minutes from policy review sessions |
| | <p>D1R6: Effective immediately, all school or district leadership positions with any oversight responsibilities for schools identified for CSI, TSI and ATSI shall include the participation of the State monitors in the interview and selection process</p> | <p>D1R6:</p> <ul style="list-style-type: none"> ● Interview schedules with monitor participation indicated ● Email or signed confirmations from monitors, ● Sample interview rubrics and feedback forms ● Final selection memos noting monitor involvement |
| | <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D1R3R · D1R12 · D1R6 <p>d. By June 30, 2026, the district will fully implement and institutionalize standardized protocols for cabinet-led school support, leadership meetings, and performance reviews—resulting in 100% of CSI, TSI, and ATSI schools receiving monthly strategic visits, and all school leaders receiving quarterly, data-informed feedback aligned to school improvement goals.</p> | <p>D1R8R: By September 30, 2025, the district shall design and implement a standardized protocol to guide the planning, facilitation, and evaluation of all regularly scheduled meetings between district and school leadership. These meetings shall be grounded in collaboration, with agendas co-developed by district and school leaders to ensure alignment with instructional priorities and system-wide goals.</p> <p>At a minimum, meeting agendas shall include:</p> <ul style="list-style-type: none"> ● Analysis of student and staff data ● Updates on grant management and resource allocation ● Review of district policies and any relevant revisions ● Progress monitoring of the Long-Term Strategic Academic and Financial Improvement Plan (LTSAFIP) |

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| <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D1R1R (school support protocol) · D1R8R (school leader meeting protocol) · D1R13 (performance reviews) | <ul style="list-style-type: none"> • Instructional leadership strategies and implementation supports • District priority initiatives • Updates and planning related to state mandates and compliance requirements | |
| | <p>D1R9R: Effective immediately, district leadership shall develop a comprehensive User’s Manual that outlines formalized protocols and procedures aligned with Commissioner’s Regulations Part 154 (services for English Language Learners) and Part 200 (special education). This manual shall be completed, distributed, and made accessible to all district staff by September 2025. The User’s Manual shall be reviewed and updated annually to ensure continued compliance with State and federal requirements, reflect changes in district practices, and incorporate feedback from implementation. Updated versions of the manual shall be disseminated annually to school leaders in both public and nonpublic schools within the district to promote systemwide consistency, transparency, and accountability in the provision of services to multilingual learners and students with disabilities.</p> | <p>D1R9R:</p> <ul style="list-style-type: none"> • Completed manual with protocols for services to English language learners and students with disabilities. • Dissemination log to all district, public, and nonpublic leaders • Training agendas or user guides provided to staff |
| | <p>D1R12: Starting October 2025, the cabinet shall host monthly strategic leadership sessions with all school leaders focused on data analysis, instructional leadership, and culture-building, with 90% of participants reporting increased alignment between district priorities and school-level actions by May 2026.</p> | <p>D1R12:</p> <ul style="list-style-type: none"> • Annual calendar of monthly strategic sessions • Agendas and materials (data, instructional leadership, culture-building) • Attendance logs • Exit tickets or surveys with satisfaction/alignment ratings, and • Summary report showing 90% alignment feedback target met |

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| | <p>D1R13: By October 15, 2025, the district shall implement a quarterly performance review process for all school leaders aligned to school improvement goals, with 100% of principals receiving actionable feedback tied to student outcomes and instructional leadership</p> | <p>D1R13:</p> <ul style="list-style-type: none">● Approved quarterly review protocol● Calendar showing scheduled reviews● Sample review rubrics and completed feedback forms● Evidence of feedback tied to school goals and student outcomes● Principal reflections or follow-up actions based on feedback |
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| Talent Development | | |
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| <p>a. By June 30, 2026, the district will ensure that monthly staffing data is accurate, complete, and aligned to position control, enabling its use for master scheduling, staffing allocations, and budget planning.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D2R8 · D2R9R <p>b. By June 30, 2026, the district will reduce the overall staff vacancy rate by at least 10 percentage points from the 2023–2024 baseline. Additionally, baseline data for the 2024–2025 school year on the following indicators will be collected and reported in a monitor-approved format:</p> <ul style="list-style-type: none"> · Time to fill vacancies · Employee turnover rate · Qualified candidates per posting · Compliance with Annual Professional Performance Review (APPR) requirements · Number and timeliness of evaluations | <p>D2R2R: District leadership shall formally collaborate with school building leaders to develop, implement, and monitor a comprehensive, differentiated and data driven school leadership development plan for the 2025–2026 school year. This plan shall be annually updated by August 30th and submitted to the monitors and administrators’ union leadership for final review and input. Once reviewed and approved by all parties, the plan should begin implementation no later than September, annually. In addition, the plan shall be reviewed for progress with administrators’ executive council and the monitors every quarter.</p> | <p>D2R2:</p> <ul style="list-style-type: none"> ● Final approved leadership development plan ● Meeting agendas/minutes showing collaboration with school leaders and union representatives ● Documented input and sign-off from administrators’ union and monitors ● Quarterly review memos or progress reports, ● Implementation timeline and training records |
| | <p>D2R4R: Central Office cabinet members and school leaders’ evaluations shall begin within 45 days of the school year's start and be completed by May 31 each year. Evaluations shall align with district goals and LTSAFIP metrics and must include both a midyear review and a final evaluation.</p> | <p>D2R4R:</p> <ul style="list-style-type: none"> ● Evaluation calendar aligned to start and end dates for evaluation ● Evaluation templates aligned to LTSAFIP metrics ● Completed midyear and final evaluations ● Summary analysis of evaluation ratings |
| | <p>D2R5: District leadership shall develop a clear, rigorous, and turnaround leadership competency-based selection process for all administrators, placing final hiring authority with the superintendent and the board by November 1, 2024. The process should be reviewed and updated annually by June 30.</p> | <p>D2R5:</p> <ul style="list-style-type: none"> ● Final selection process document and rubric ● Hiring process flow chart ● Documentation of training on new process ● Hiring records reflecting process use |

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| <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D2R5 c. By September 1, 2025, initiate a districtwide onboarding and induction program for all newly hired teachers and school leaders, with at least 90% of participants reporting increased readiness and satisfaction by January 2026. | <p>D2R7: The superintendent shall ensure all school and district administrators receive a minimum of three hours of training on the purpose and process for using the Multidimensional Principal Performance Rubric (MPPR) evaluation tool, annually, by November 1. By September 30, 2025, all principals shall submit three SMART goals aligned to district priorities, with cabinet-level progress monitoring occurring at least three times per year and 90% of schools showing measurable progress on at least one key goal by June 2026.</p> | <p>D2R7R:</p> <ul style="list-style-type: none"> ● Training calendar and attendance logs, ● Training materials/slides, ● Submitted SMART goals from principals ● Cabinet-level meeting notes from progress monitoring ● Progress report showing percent of schools meeting goals ● Final training agenda ● Attendance lists ● Certificates or completion reports, and feedback forms or exit tickets |
| <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D2R9R · D2R8 d. By October 31, 2026, deliver professional learning sessions and monthly coaching for all school and district leaders focused on ethical leadership, effective data use, instructional leadership, and strategic planning in support of all students, with 90% of participants demonstrating growth on a leadership competency rubric. <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D2R2R · D2R10R · D2R12R | <p>D2R8: ERCSD superintendent and district leadership shall implement a plan that minimally includes the following for presentations to the monitors and the board, biannually, by December 15 and April 1:</p> <ul style="list-style-type: none"> ● Standard Operating Procedures, including KPIs ● Position fill rate ● Running record of vacancies ● Recruitment and retention strategies ● Competency-based selection process ● Pipelines and partnerships with colleges, universities, and other organizations locally, regionally, and nationally ● Financial and non-financial incentives to attract and retain diverse talent ● Budgeted positions and grant funded positions ● Official district staffing allocations for each school building ● New teacher assignments and supports | <p>D2R8:</p> <ul style="list-style-type: none"> ● PowerPoint or dashboard presented in December and April ● SOPs with embedded KPIs ● Vacancy tracking logs ● Recruitment and retention strategy docs ● Evidence of partnerships (MOUs, contracts) ● Staffing allocations ● Grant-funded role logs ● |
| | <p>D2R9R: District leadership shall, by December 31, 2025, develop and implement a districtwide plan for creating,</p> | <p>D2R9R:</p> <ul style="list-style-type: none"> ● SOP development plan |

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| <p>e. By May 31, 2026, ensure 100% of teacher and leader evaluations are completed on time.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D2R4R · D2R7R | <p>documenting, and regularly updating Standard Operating Procedures (SOPs) for every department. These SOPs will support effective onboarding, accountability, and supervision. Each quarter, monitors will review SOPs from two randomly selected departments to ensure compliance and consistency.</p> | <ul style="list-style-type: none"> ● Sample SOPs from multiple departments ● SOP update log ● Quarterly review records from monitors ● Training and communications to departments |
| | <p>D2R10R: District leaderships shall, with input from school leadership, develop, implement, and monitor a comprehensive and data driven, annual, ERCSD professional development plan for school leaders, teachers, and classroom support staff, with a corresponding funding source to support district priorities, emphasizing the needs of students and staff by August 20th. The annual plan should be grounded in research and evidence based best practices. The district administration shall adhere to the following:</p> <ul style="list-style-type: none"> ● Submit to the monitors an updated systemic professional development plan, annually by August 20 for the subsequent school year. <p>The status of implementation of the plan shall be submitted quarterly, in a format approved by the monitors.</p> | <p>D2R10R:</p> <ul style="list-style-type: none"> ● Final PD plan submitted to monitors by July 30 ● Funding source documentation (budget, grants) ● Quarterly implementation status reports ● Agendas for PD sessions ● Participant attendance and feedback ● Evidence of needs assessment alignment |
| | <p>D2R12R: By November 1, 2025, district leadership shall collaborate with school leaders and experts in the field to establish a yearlong New Leaders institute for all school leaders in their positions less than 3 years. Implementation of the plan shall begin prior to February 1, 2026.</p> | <p>D2R12R:</p> <ul style="list-style-type: none"> ● Program design documents, ● Meeting notes from collaboration with experts, ● Calendar of sessions, ● Recruitment and participation list, ● Documentation of launch prior to February 1, 2026 |

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| | D2R13R: By September 30, 2025, district leadership shall develop a comprehensive coaching plan to support district priorities, SCEPs, curriculum adoptions and use of student achievement data. The district shall fully fund the plan and begin implementation by October 2025. | <ul style="list-style-type: none">● D2R13R:● Final coaching plan document● Budget● Records/funding confirmation● Schedule of coaching sessions● Coaching logs● Participation data● Linkage to SCEP● Curriculum priorities |

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| <h1>Instructional Transformation</h1> | | |
| <p>By June 30, 2026, ERCSD will:</p> <ul style="list-style-type: none"> a. Increase the early literacy proficiency rate for students in grades K–2 by at least 10 percentage points compared to spring 2024 rates, with measurable gains across all student subgroups. <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D3R3 <ul style="list-style-type: none"> b. Improve student proficiency rates on the New York State English Language Arts, Mathematics, and Science assessments by at least 10 percentage points at each tested grade level compared to 2023–2024 school year baseline data. <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D3R6R · D3R8 · D3R18 <ul style="list-style-type: none"> c. Increase the percentage of English Language Learners who meet or exceed New York State English as a Second Language Achievement Test | <p>D3R3R: District leadership shall find a community partner to implement a multiyear early literacy initiative that supports prek-2 students, families, teachers, and administrators. The plan for the early literacy initiative shall be completed by January 2025 and reviewed by cabinet, the board academic committee, and the monitors. By July 2025, district leadership shall begin implementing, monitoring and evaluating this initiative, quarterly.</p> <p>.</p> | <p>D3R3R:</p> <ul style="list-style-type: none"> ● MOU or agreement with community partner ● Completed initiative plan (submitted by January 2025) ● Cabinet, board academic committee, and ● Monitor review notes ● Implementation schedule and PD calendar ● Quarterly progress reports with data on student, teacher, and family impact |
| | <p>D3R6R: District leadership shall maintain a comprehensive assessment program to measure levels of proficiency for content standards, English language acquisition, reading level, and college and career readiness.</p> <p>The ERCSD Comprehensive Assessment Program shall be developed annually, by August 30, and minimally include the following:</p> <ul style="list-style-type: none"> • Name of assessment, • Target audience, | <p>D3R6R:</p> <ul style="list-style-type: none"> ● Final assessment program document (by August 30) ● Matrix including all required components (name, audience, etc.) ● Budget and funding source breakdown ● Evidence of board and cabinet review |

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| <p>(NYSESLAT) benchmarks by at least 10 percentage points compared to the 2023–2024 school year results.</p> <p>Action Steps Aligned:</p> | <ul style="list-style-type: none"> • Frequency of administration, • Duration of administration, • Modality of administration, • How data from assessment will be used. • Cost and funding source | |
| <ul style="list-style-type: none"> • D3R6R • D3R10R <p>d. Increase the percentage of students in the 2025 freshman cohort who successfully pass at least one Regents course by 10 percentage points compared to the 2023 freshman cohort.</p> <p>Action Steps Aligned:</p> | <p>D3R8R: Effective December 2025, district and school leadership shall ensure all supplementary and intervention programs for literacy and mathematics are aligned with student data, best practices, and district priorities. Programs impacting more than 100 students shall be evaluated for impact at cabinet meetings.</p> <ul style="list-style-type: none"> • <i>K JumpStart</i> • <i>ARC (grades K&1)</i> • <i>Summer Credit Recovery</i> • | <p>D3R8:</p> <ul style="list-style-type: none"> • List of all intervention programs serving 50 or more students • Crosswalk showing alignment to data, best practices, and district priorities • Sample evaluation report presented at cabinet • Meeting minutes reflecting program reviews and decisions |
| <ul style="list-style-type: none"> • D3R9R <p>e. Improve the overall subject-area pass rate of students in the 2025 cohort by 10 percentage points compared to the 2023 cohort.</p> <p>Action Steps Aligned:</p> | <p>D3R9R: Annually, by September 30, district leadership shall identify for the monitor and the public at least 4 specific strategies to be implemented at the high school level to increase the number of students successfully promoted, based on credits earned and Regent’s examinations passed, from freshmen to sophomore status in one school year. Selected freshmen data, identified by the monitors and district leadership shall be shared with the monitors after each marking period.</p> | <p>D3R9R:</p> <ul style="list-style-type: none"> • Strategy document with implementation timeline • Meeting minutes from board/monitor review • Student cohort data (credits earned • Regents passed) • Marking period data submissions to monitors |
| <p>f. Increase the number of students earning the New York State Seal of Biliteracy in the 2024–2025 school year by at least 15 percentage points over</p> | <p>D3R10R: Effective immediately, district leadership shall create, fund, monitor and evaluate a multi-phase dual language program that replaces transitional bilingual classes, where feasible, with dual language classrooms</p> | <p>D3R10R:</p> <ul style="list-style-type: none"> • Final program design document, PD agendas • Embedded in district PD plan • Budget/funding allocation for program launch |

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| <p>the 2023–2024 total.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D3R10R | <p>throughout the district in elementary schools beginning September 2025. Professional development for the program should be included in the ERCSD Professional Development Plan.</p> | <ul style="list-style-type: none"> ● Implementation map by school ● Quarterly evaluation reports ● Language model walk-through forms |
| <p>g. Increase the 4-year and 5-year high school graduation rates for all student subgroups and the district overall by a minimum of 5 percentage points compared to 2023–2024 outcomes.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D3R9R · D3R14R · D3R15R <p>h. Increase student enrollment in Career and Technical Education (CTE) courses by at least 10 percentage points compared to enrollment levels during the 2023–2024 school year.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D3R11R <p>i. Increase the number of School Comprehensive Education Plan (SCEP) benchmarks and milestones met or surpassed by each ERCSD school, demonstrating improved alignment and</p> | <p>D3R11R: ERCSD district leadership shall phase in new or expand current CTE programming at each high school beginning September 2026. A district/school committee for this work shall be established and shall report their progress to district leadership and the monitors, quarterly, starting before November 1, 2025. The committee should minimally complete an audit of existing CTE programs to evaluate enrollment trends, credential attainment, course quality, industry alignment, and student outcomes. Establish or deepen partnerships with local employers, unions, and post-secondary institutions to enhance work-based learning, dual enrollment, and internship/apprenticeship opportunities by spring 2026.</p> | <p>D3R11R:</p> <ul style="list-style-type: none"> ● Committee meeting agendas and membership list ● CTE audit report (enrollment, quality, alignment); progress updates to monitors (quarterly) ● Partnership MOUs with local employers, colleges, and unions ● Student internship/dual enrollment participation data |
| | <p>D3R14R: District leadership shall develop a plan in collaboration with a partner, to annually increase the number of high school students who successfully take and pass at least one college level course by 20% points from year to year. The plan will be implemented annually, using baseline data from the 2023–2024 school year. The program shall be evaluated each semester for participation and pass rates and shared with monitors, beginning the end of semester one of the 2526SY.</p> | <p>D3R14R:</p> <ul style="list-style-type: none"> ● Baseline data from the 2023–2024 school year ● annual plan with 20% increase goal ● A partner agreement (college, nonprofit, etc.) ● Semester participation and pass rate reports ● Program evaluation summary shared with monitors |

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| <p>execution of school improvement efforts.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D3R8 · D3R18N | <p>D3R15R: By October 1, 2025, district leadership shall establish two master scheduling calendars (elementary and secondary). The calendar of action steps, responsible parties, required board actions will be recorded. The actions identified in each calendar will be monitored, reported quarterly to cabinet and result in all students being scheduled by June 20th annually.</p> | <p>D3R15R:</p> <ul style="list-style-type: none"> ● Completed master scheduling calendars ● Action steps with roles and deadlines ● Board action records ● Quarterly cabinet reports on scheduling progress ● Student scheduling completion data by June 20 |
| | <p>D3R18N: By October 15, 2025, district leadership shall establish and adopt standardized data protocols and universal screening criteria to consistently identify students in need of academic and social-emotional/mental health interventions across all schools. By November 15, 2025, district leadership shall finalize, publish, and disseminate the comprehensive ERCSD MTSS Framework to ensure districtwide clarity and consistency in MTSS implementation. By December 20, 2025, district leadership shall deliver targeted professional learning for school-based teams on MTSS procedures, effective data use, and implementation of evidence-based tiered interventions, aligned to the finalized framework.</p> | <p>D3R18N:</p> <ul style="list-style-type: none"> ● District-approved MTSS data protocol document ● Universal screening schedule for academic and SEL/mental health assessments ● Agenda and attendance for training on screening criteria and protocols ● Meeting agendas and minutes from stakeholder review/feedback sessions ● MTSS training calendar and session agendas ● Participant sign-in sheets or digital attendance logs ● Slide decks and handouts from training sessions ● Coaching logs or follow-up support schedules ● Sample school MTSS team implementation plans or artifacts (e.g., data meeting protocols, intervention menus) |

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| | <p>D3R19N: By December 30, 2025, district leadership shall initiate a k-12 Mathematics audit. The audit findings and recommendations should be presented to cabinet, the academic committee, and the monitors by June 30, 2026. District leadership will fund a third independent party to conduct the audit. A status report should be reported to cabinet and monitors by March 1, 2026.</p> | <p>D3R19N:</p> <ul style="list-style-type: none">● Board or Cabinet Meeting Minutes documenting approval to conduct the audit● Request for Proposals (RFP) or bid documentation for an independent third party● Contract or agreement with the selected audit firm (signed and dated)● Audit scope and timeline document showing intended deliverables and milestones● Audit work plan with K–12 site visit schedule and methodology |
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| Culture Shift | | |
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| <p>Develop family and community partnerships through active engagement, participation, and communication to support stronger and meaningful connections, as evidenced by June 30, 2026:</p> <p>a. The existence of a functioning PTO/PTA/SEPTA, as defined by the monitors in at least 75% of ERCSD schools by December 1.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D4R3R · D4R2R <p>b. Increase monthly attendance at parent university by 15% compared to the previous year.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D4R2R <p>c. Improved outcomes from teachers and administrators on the Panorama Survey or its equivalent, by at least 5% points compared to 2023–2024 school year survey results.</p> | <p>D4R1R: ERCSD district leadership shall develop a student/family friendly and public facing Secondary Course of Studies, as a resource to support student achievement and family engagement. It shall be updated and presented to monitors annually before December 31. The Secondary Course of Studies shall be made available to parents and students in multiple languages and modalities to increase accessibility, annually.</p> <p>.</p> | <p>D4R1R:</p> <ul style="list-style-type: none"> ● Completed course catalog updated annually ● Translations in Spanish, Haitian Creole, and other key languages ● Digital and print availability (school websites, handouts); monitor submission confirmation (by December 31) |
| | <p>D4R2R: Annually, district leadership shall schedule monthly (Family University learning sessions), with interpreters provided for both Spanish and Haitian Creole speakers, from August through June. The proposed schedule of offerings shall be shared with the monitors by August 30. At least 2 sessions will be dedicated to the district budget.</p> | <p>D4R2R:</p> <ul style="list-style-type: none"> ● Annual Family University schedule shared with monitors (by August 30) ● Flyers and session materials in English, Spanish, and Haitian Creole ● Interpreter logs ● Attendance sheets ● Session recordings ● Budget-focused session documentation ● |
| | <p>D4R3R: By October 1, 2025, district leadership shall provide all principals with guidelines for facilitating a</p> | <p>D4R3R:</p> <ul style="list-style-type: none"> ● Distributed guidelines to all principals |

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| <p>Action Steps Aligned:</p> <p>D2R12R D4R3R</p> <p>d. Establish inclusive learning communities that support students with diverse social and emotional needs for equitable student growth and development, as evidenced by June 30, 2026.</p> <p>e. 90% or higher monthly success rate in the registration and school assignment, schedule, and program placement within 72 hours of initiating registration, reviewed biweekly.</p> | <p>Parent Teachers Organization (PTO) or a Parent Teachers Association (PTA) and a in each school. Guidelines for Special Education Parent Teachers Association (SEPTA) should also be shared to support all principals with implementation. The Superintendent shall meet with the PTO/PTA/SEPTA leadership council, representing each school in the district starting February on at least a bimonthly basis to maintain two -way communication with parents on agenda items such as district initiatives, opportunities for students and their families, school, and district budgets. To ensure accountability and transparency, district leadership shall provide an annual public report on parent organization activity, participation, and progress toward goals established in collaboration with the Parent Leadership Advisory Council.</p> | <ul style="list-style-type: none"> ● sign-in sheets and agendas from bimonthly superintendent-PTO/SEPTA meetings ● Parent Leadership Advisory Council, including SEPTA members, meeting summaries ● Sample school-level PTO/PTA meeting logs |
| <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D4R7R · D4R3R · D4R4R · D4R5 · D4R8 · D4R11R | <p>D4R4R: Effective immediately, ERCSD district administration and the board shall adhere to the NYSED Parents Bill of Rights by implementing strategies to support the rights of parents, including a user-friendly hotline for students, families, and community members to use for unresolved violations of those rights.</p> | <p>D4R4R: -</p> <ul style="list-style-type: none"> ● Hotline implementation plan and communication campaign ● Hotline usage logs or dashboard (once active) ● Documentation of districtwide rollout by September 2026 ● Training materials for staff on Parents’ Bill of Rights ● |
| <p>f. Reduction of chronic absenteeism rate for elementary school, middle school, and high school students by at least 10% points from 2023–2024 school year rates.</p> | <p>D4R5: By September 2024, all district and school website home pages shall be maintained with a position statement about cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability. All websites shall be updated semiannually by January 30 and September 30.</p> | <p>D4R5:</p> <ul style="list-style-type: none"> ● Screenshots of homepage position statements ● Update logs showing January and September revisions, ● Policy alignment documentation |

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| <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D4R11R · D4R12N · D4R8 · D4R1R <p>g. Increase the number of impactful programs designed to support the social emotional and academic enrichment needs of students, based on data from existing programs during the 2023–2024 school year.</p> <p>Action Steps Aligned:</p> <ul style="list-style-type: none"> · D4R11R · D4R12N · D4R9 · D4R1R | | <ul style="list-style-type: none"> ● Web analytics showing traffic or views to equity statements |
| | <p>D4R7R: The district administration, in collaboration with community stakeholders, shall immediately establish priorities, goals, and KPIs for registration and the family welcome center. Monthly status reports shall include baseline data starting October 2024 and will include biannual status reports every January and August.</p> | <p>D4R7R:</p> <ul style="list-style-type: none"> ● Meeting minutes with stakeholder collaboration ● Final goals, priorities, and KPIs ● Monthly status reports starting October 2024 ● Biannual summaries for January and August ● Registration system data dashboards |
| | <p>D4R8: Effective immediately, district leadership shall host a minimum of two annual district events for community partners. These events should highlight opportunities to form or strengthen partnerships for the betterment of the ERCSD learning community. Evidence of success shall be measured by a) an increase in the number of ERCSD partners and b) the increased alignment to the LTSAFIP by existing and new partners</p> | <p>D4R8:</p> <ul style="list-style-type: none"> ● Event flyers, agendas, and participation logs ● Partner feedback or commitment forms ● List of new and returning partners ● Documentation of partner alignment with LTSAFIP ● Growth in partnership count or quality year-over-year |
| | <p>D4R9: District leadership shall collaborate with Rockland BOCES or another suitable partner to re-establish a regional night or twilight high school programming for full implementation by September 2026.</p> | <ul style="list-style-type: none"> ● D4R9: ● MOU with Rockland BOCES or another partner, ● Planning team meeting minutes and deliverables ● Proposed schedule and course list for twilight program ● Student recruitment or interest survey data ● Timeline for implementation by September 2026 |
| | <p>D4R11R: By May 2026, the district shall develop the second draft of a comprehensive multiyear action plan to</p> | <p>D4R11R:</p> |

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| | redesign the ERCSD high schools, including areas such as secondary course and program offerings, staffing, scheduling, funding, organizational structure, and partnerships to ensure all students have multiple pathways to graduate high school prepared to excel in college and a career. The final plan shall be approved and ready for the initial phase of implementation by September 2026 and completed by June 2029. The draft of a plan should be presented to the monitors by December 31, 2025, and include proposed funding. | <ul style="list-style-type: none"> ● Draft and final plan documents (timeline, budget, goals) ● Stakeholder input logs (surveys, forums, focus groups) ● Submission to monitors by December 31, 2025, of evidence of board and cabinet review |
| | D4R12N: By December 31, 2025, establish a multiyear district guidance plan, based on best practices and research to support increasing attendance levels at the secondary schools. The plan should include proposed funding. | D4R12N: <ul style="list-style-type: none"> ● Final multiyear guidance plan with best practice citations ● Attendance baseline data and improvement targets ● Proposed budget and staffing needs ● Cabinet and board meeting notes reviewing the plan, ● Implementation timeline and accountability chart |
| Budget Development | | |
| Establish a timely budget development process that provides for input from internal and external stakeholders and results in a balanced budget that meets the educational and social emotional needs of all students. | F1: By August 31st of each year, a detailed approved budget for the fiscal year shall be provided to assistant superintendents, principals, and executive directors. | F1: <ul style="list-style-type: none"> ● Budget information provided by August 31st |
| | F2: By September 30th of each year, the Special Aid Fund budget is finalized and used to inform development of the General Fund budget. | F2: <ul style="list-style-type: none"> ● A Special Aid Fund budget is finalized by September 30th |
| | F3: By October 31st of each year, the budget calendar shall be approved by the board. | F3: <ul style="list-style-type: none"> ● Budget calendar approved by the board by October 31st |
| | F4: By October 31st of each year, the board shall be presented with revenue, expenditure, and enrollment | F4: |

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| | assumptions to be used as the basis of developing a budget. | <ul style="list-style-type: none"> Budget assumptions presented to the board by October 31st |
| | F5: By November 30th of each year, all district school leaders shall have received documentation and training on the budget development process for the next fiscal year. | F5: <ul style="list-style-type: none"> Documentation and training on the budget process are completed by November 30th |
| | F6: By the first board meeting in February of each year, an initial draft of revenue and expenditure budget including proposed State revenue funding from the Governor's executive budget shall be presented to the board. | F6: <ul style="list-style-type: none"> Initial draft budget presented to the board by the first board meeting in February |
| | F7: By February 28th of each year, a draft budget book with funding detail, goals, and objectives in alignment with the LTSAFIP, program information, and fiscal analysis, along with a five-year financial projection, shall be presented to the board for acceptance. | F7: <ul style="list-style-type: none"> Draft budget book presented to the board by February 28th |
| | F8: By March 1st of each year, the district shall submit to the monitors a draft budget book along with a five-year financial projection accepted by the board. | F8: <ul style="list-style-type: none"> Draft budget book and five-year financial projection accepted by the board submitted to the monitors by March 1st |
| | F9: By March 31st of each year, the district shall present a proposed budget book to the board for review. | F9: <ul style="list-style-type: none"> Proposed budget book presented to the board for review by March 31st |
| | F10: In April of each year before the legislative deadline, a proposed budget shall be presented to the board for approval. | F10: <ul style="list-style-type: none"> Proposed budget is presented to the board for approval in April before the legislative deadline |
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| Monitor District Finances | | |
| <p>Closely monitor district finances with monthly reports to the board including revenue, expenditure, and cash flow. Communicate on a regular basis to stakeholders and the community the financial condition of the district and the condition of district buildings and facilities.</p> | <p>F11: In August before the start of the school year and in September after the start of the school year, the district shall evaluate budgeted enrollment for each school by grade level versus actual enrollment and make up or down adjustments as needed in the number of classroom sections for regular, English language learners, and special education instruction.</p> | <p>F11:</p> <ul style="list-style-type: none"> Documentation is provided that shows evaluation of enrollment by school and grade level and resulting changes made in August and September |
| | <p>F12: Starting in September of each fiscal year, once a month the district shall provide a comprehensive financial report to the board that includes actual general fund and special aid fund revenue and expenses to date versus the budget and after December 31st projected revenue and expenses for the fiscal year. The report also shall include a detailed cash flow schedule for the fiscal year.</p> | <p>F12:</p> <ul style="list-style-type: none"> Documentation that financial reports were provided to the board each month |
| | <p>F13: Starting in October 2025, the district shall make a quarterly presentation to stakeholders and the community on the financial condition of the district and the condition of district buildings and facilities.</p> | <p>F13:</p> <ul style="list-style-type: none"> Documentation that quarterly presentations were made |
| | <p>F14: By December 2025, the district shall present to the board a demographic study of projected enrollment for the next five school years. The study should be updated and revised every three years.</p> | <p>F14:</p> <ul style="list-style-type: none"> Demographic study presented to the board by December 2025 |
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| General Fiscal and Operational Practices | | |
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| Improve fiscal and operational practices of the district, including maintaining policies | F15: By August 15th of each year, the business office will have closed the accounting records for the prior year and be ready for field work to be conducted by an independent audit firm. By September 15th of each year, a draft audit report shall be issued. By October 15th of each year, the audit report shall have been presented to the Audit Committee for review, presented to the board for acceptance, and submitted to the State. | F15: <ul style="list-style-type: none"> ● Draft audit report issued by September 15th. Draft audit report that has been presented to the Audit Committee and the board and submitted to the State by October 15th |
| | F16: By August 31, 2025, district leadership shall issue a request for proposal to engage a Financial Advisor for the district. | F16: <ul style="list-style-type: none"> ● Documentation of request for proposal issued by August 31, 2025 |
| | F17: By September 30, 2025, the district will have engaged the services of a qualified food service consultant to evaluate the status of the food service program and make recommendations to improve the quality and effectiveness. | F17: <ul style="list-style-type: none"> ● Food service consultant engaged by September 30, 2025 |
| | F18: By September 30th of each fiscal year, the district shall develop KPIs for operation areas including facilities, safety and security, transportation, business office, human resources, technology and food service. Starting in October of each year, the district shall report quarterly to the board and community on progress made on achieving the KPIs. | F18: <ul style="list-style-type: none"> ● Documentation of KPI's developed by September 30th. Documentation that quarterly reports were produced and presented |
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| | F19: By October 31, 2025, the district shall have established a centralized process and procedure to track the development, review and approval of all contracted services and agreements, including through BOCES. | F19: <ul style="list-style-type: none"> Documentation of process and procedure established by October 31, 2025 |
| | F20: By October 31st of each year, the district shall review performance against its existing plans for safety and security, administrative and instructional technology, and building and grounds conditions; make revisions and adjustments as needed; and issue a report to the board and community. Changes in required resources should be considered for inclusion in the budget for the following fiscal year. | F20: <ul style="list-style-type: none"> Report issued to the board and community by October 31st |
| | F21: By February 1st of each year, the district shall issue a memorandum to all schools and departments freezing nonessential General Fund expenditures after February 28th and Special Aid Fund expenditures after April 30th of each year. | F21: <ul style="list-style-type: none"> Memorandum issued by February 1st |
| | F22: By April 30th of each year, the fund balance policy of the district shall be reviewed, revised as necessary, and adopted by the board. | F22: <ul style="list-style-type: none"> Fund Balance policy reviewed, revised and adopted by the board by April 30th |
| | F23: By May 31st of each year, the district shall analyze its levels of specific fund balance accounts and submit proposed adjustments to the board for approval. | F23: <ul style="list-style-type: none"> Board approves adjustments to specific fund balance accounts by May 31st |
| | F24: By June 30, 2026, the district shall have reviewed, revised as necessary, and adopted all board policies related to finance and operations. Subsequently, the policies shall be reviewed and updated on a three-year schedule. | F24: <ul style="list-style-type: none"> Documentation that all board policies for finance and operations have been reviewed, revised, and adopted by the board by June 30, 2026 |

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| | <p>F25: By June 30th of each year, the district shall have prepared and submitted to the board a calendar of required State, local and federal business/finance actions, reports, and deadlines for the coming fiscal year. By June 30th at the end of the fiscal year, the district shall submit to the board a report on actual performance against the calendar and any corrective actions required.</p> | <p>F25:</p> <ul style="list-style-type: none"> • Calendar prepared and submitted to the board by June 30th. Report submitted to the board by the following June 30th |
| <p>Transportation of Public and Nonpublic Students</p> | | |
| <p>Improve the operation of transportation services, including communication of information to families, coordination with nonpublic schools and contractors, safety and security, customer service, timeliness in addressing issues, and process used to contract for services.</p> | <p>F26: Starting in September 2025 and bimonthly thereafter, district leadership shall issue and post on the district website a newsletter for families and stakeholders with information on upcoming dates and deadlines, safety and security procedures, general tips, and contact information for problems and issues.</p> | <p>F26:</p> <ul style="list-style-type: none"> • Documentation of a newsletter posted on the district website starting in September 2025 |
| | <p>F27: Starting in October 2025, district leadership shall issue and present to the board and community a quarterly update report on the implementation of recommendations contained in the State Transportation Safety and Compliance Audit Report issued in 2024.</p> | <p>F27:</p> <ul style="list-style-type: none"> • Documentation of quarterly update report presented to the board and community |
| | <p>F28: By October 2025, district leadership shall engage the services of a consultant to examine the current methods used to pay for and transport public and nonpublic students. By January 2026, a report of findings shall be issued that includes recommendations to make transportation operations efficient and cost effective.</p> | <p>F28:</p> <ul style="list-style-type: none"> • Documentation of engagement of consultant by October 2025. Report issued by January 2026 |

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| | F29: By December 31, 2025, the Transportation Department shall have a Director/Coordinator appointed. The Department should have adequate staff to input/maintain public and nonpublic student records and provide an appropriate level of customer service daily. | F29: <ul style="list-style-type: none"> Director/Coordinator of Transportation is appointed by December 31, 2025, and Department is adequately staffed |
| Special Education and Medicaid Reimbursement | | |
| Develop and implement a special education compliance process for Medicaid reimbursement. | F30: By October 2025, the district shall have engaged an external consultant to review the existing special education services program and propose a comprehensive compliance program to include Medicaid reimbursement. The consultant's report shall be issued by February 2026. | F30: <ul style="list-style-type: none"> Documentation of engagement of consultant by October 2025. Report issued by February 2026 |
| | F31: Starting in October 2025, the district shall submit to the board a quarterly report on the status of the special education program, compliance issues, and progress with the Medicaid reimbursement program. | F31: <ul style="list-style-type: none"> Documentation of quarterly report submitted to the board |