



EAST RAMAPO CENTRAL SCHOOL DISTRICT

LONG TERM STRATEGIC ACADEMIC AND FINANCIAL IMPROVEMENT PLAN 2026 – 2029

SUBMITTED BY DR. SHELLEY JALLOW

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Executive Summary

Chapter 89 of the Laws of 2016, as amended (Chapter 89 or “the legislation”), authorized the New York State Education Commissioner (“the Commissioner”) to appoint monitors to provide oversight, guidance, and technical assistance regarding the academic and fiscal policies, practices, programs, and decisions of the East Ramapo Central School District (ERCSD or “the district”), the board of education (“the board”), and the superintendent. Pursuant to the law, the Commissioner most recently appointed an Academic Monitor in July 2023 and a Fiscal Monitor in August 2024 (“the monitors”). The monitor appointments subsequently were renewed on July 1, 2025, for two years through June 30, 2027.

The monitors have worked closely with the Interim Superintendents, senior leadership, and administration, with continuing input from the community, on implementation of the Long Term Strategic Academic and Fiscal Improvement Plan (LTSAFIP or “the plan”) during the 2024–2025 and 2025–2026 school years. Some success has been achieved during this time, but many challenges remain.

In developing an updated LTSAFIP for the 2026–2027 through 2028–2029 school years, the monitors have assessed the district’s successes and challenges over the last three school years to inform new and revised plan recommendations. The monitors have provided a higher level of detail in the recommendations, as the district administration has struggled to understand and implement many recommendations. A focus remains on having the district create a solid structure of policies, procedures, protocols, and general operating systems from which to improve teaching and learning and academic outcomes.

There are five school districts in New York state that have a monitor or monitors in place. Only two school districts, ERCSD and Wyandanch, have two monitors assigned (one academic and one fiscal monitor). This reflects the seriousness of the academic and financial challenges facing the district and the commitment of the New York State Education Department (NYSED or “the Department”) to address each district’s issues. The monitors have specific authorities and responsibilities as defined in New York State law to work with the district administration and the board to implement the plan. Specifically, the monitors provide oversight, technical assistance, and guidance but neither run nor operate the district. Ultimately, it is up to the district administration and board to manage the district and move it forward.

Assurances

The district makes specific assurances to comply with implementation of the plan. The district understands that failure to fully comply with any of these assurances may cause the monitors to notify the Commissioner that a violation of a recommendation of the plan has occurred. The assurance statements are as follows:

- The board shall operate in accordance with the “Eight Characteristics of Effective School Boards.”
- The district shall implement the plan in accordance with all applicable laws, rules, and regulations.
- The district shall implement the plan in coordination with all district plans that have been approved by NYSED, including but not limited to the district’s Consolidated Application for Every Student Succeeds Act (ESSA) funded programs.
- The board shall ensure that all motions are introduced and acted upon in a manner consistent with established district policies and that adopted resolutions are consistent with the goals, benchmarks, progress targets, and improvement strategies (i.e., recommendations) contained in the plan.
- The board shall ensure that all district programs are administered in a manner that is consistent with the goals, benchmarks, progress targets, and improvement strategies contained in the plan, applying sound fiduciary practices.
- All district funds will be administered consistent with the goals, benchmarks, progress targets, and improvement strategies contained in the plan.
- The board and district leadership and staff shall not take any actions that are inconsistent with the goals, benchmarks, progress targets, and improvement strategies contained in the plan without the express written consent of the monitors.
- The district shall take appropriate corrective action to address any instances in which district personnel act inconsistently with the goals, benchmarks, progress targets, and improvement strategies contained in the plan. Such actions will be documented and made available for review consistent with laws and regulations pertaining to the privacy of records.
- The district shall adhere to the timelines contained in the plan.

- The district shall meet all requirements in law and in the plan regarding public consultation and engagement, including timely conduct of public hearings, provision of translation services, and translation of documents.
- The district shall ensure that all funds are used solely for the benefit of bona fide district students, both public and nonpublic, and in support of the district's vision, mission, and goals.
- The board shall conduct all business in adherence to the district's shared values statement and board policies.
- The district shall provide all information and reports in such form and format and in accordance with such timelines as stipulated in law or as requested by the monitors and the Commissioner.
- The district shall maintain such records as are required to determine the degree to which the district is meeting its goals, benchmarks, and progress targets and is implementing the recommended strategies contained in the plan and provide such records upon request to the appointed monitors and/or Commissioner.

I

LEGAL FOUNDATION

Statutory Authority of the State Monitors

Two laws define what the State Monitors may do — and what the District must do.

2016

Chapter 89 of the Laws of 2016
Continued up to three State Monitors to oversee ERCSD’s fiscal and academic planning.

2021

Chapter 173 of the Laws of 2021
Expanded the monitors’ powers and duties, and the District’s obligation to cooperate.

Planning & Fiscal Authority

- Co-develop the district’s long-term strategic academic and fiscal improvement plan, updated every October 1
- Review the annual proposed budget for balance and alignment with the plan
- Recommend cost-saving measures, including shared service agreements

Personnel & Governance Authority

- Approve or disapprove the appointment of a superintendent
- Serve as an ex-officio Board member with full access to meetings and records
- Help resolve disputes between the superintendent and the Board

Oversight & Reporting Authority

- Override, or submit for adoption, resolutions when the district acts outside law or the plan
- Require up to 15 hours/year of training for Board members, the superintendent, and other officers
- Report semi-annually to the Commissioner, Regents, Governor, and Legislature
- Notify the Board and Commissioner in writing of plan or legal violations

Overview of the District

The ERCSD serves a suburban community in Rockland County, New York. As of June 30, 2026, the district enrolled 9,332 public school students in kindergarten through grade 12, with enrollment consisting of approximately 79% Hispanic, 15% Black, 3% White, 2% Asian, and 1% multiracial and other. Approximately 88% of the district's public school enrollment was classified as economically disadvantaged, 58% as English Language Learners (ELLs), 14% as students with disabilities, and 13% as students experiencing homelessness.

For the 2025–2026 school year, the district operated one early childhood center, nine elementary schools, two middle schools, and two high schools. Of the 14 public schools operated by the district, three currently are identified by the New York State Education Department for Targeted Support and Improvement (TSI) and four for Comprehensive Support and Improvement (CSI).

The district's 2024–2025 school year grades 3–8 assessment results in English Language Arts (ELA) and mathematics were well below the State average. 22% of the district's students were proficient (Level 3 and 4) in ELA versus the State average of 53%. The grade 8 assessment results in ELA were higher with 25% proficient versus the State average of 52%. For grades 3–8 in mathematics, 18% were proficient versus the State average of 57%. There was a wide variance in proficiency with grade 3 being 25% proficient versus the State average of 60% and with grade 8 being 11% proficient versus the State average of 47%.

The district's four-year graduation rate as of August 2025 for the cohort of students who first entered grade 9 in the 2021–2022 school year was 560 or 70% versus the State average of 85%. Within this cohort, 42 or 5% received a Regents Diploma with Advanced Designation versus the State average of 31%. Conversely, 417 or 52% received a Regents diploma versus the State average of 49%. One hundred sixty-three (163) students or 20% dropped out of school versus the State average of 5%.

A defining feature of the district is its large number of resident students who attend nonpublic schools. In the 2024–2025 school year, 32,772 ERCSD kindergarten to grade 12 resident students were enrolled in nonpublic schools, the largest nonpublic school enrollment of any New York State school district outside of New York City. The total reflects an increase of 1,976 students from the 2022–2023 school year. Since the 2013–2014 school year, the number of resident K-12 nonpublic school students has grown by nearly 11,000.

This large number of nonpublic school students results in the district spending a significantly higher percentage of its budget (approximately 22%) on student transportation than do other school districts. As a result of the district's unique demographics, a super-majority of its nine-member school board are people who have children who attend or have attended nonpublic schools rather than the district's public schools.

As a result of litigation, the district was divided into nine wards for the election of board members, with a board member elected from each ward. With a large percentage of voters supporting nonpublic schools, the district has been challenged to gain voter approval of increases in the property tax levy used to fund public schools. The district also has been challenged to hire and retain a permanent superintendent with interim superintendents overseeing the district operations in the 2024–2025 and 2025–2026 school years.

District Priorities

Six priorities guide the district’s work under this plan and provide the organizational framework for the recommendations that follow:

1. **Instructional Excellence:** Ensure that every classroom provides high-quality, evidence-based instruction.
2. **Secondary Recovery and College and Career Readiness:** Support students in returning to an appropriate academic pathway and preparing for success after graduation.
3. **Family and Caregiver Engagement:** Strengthen partnerships and build community confidence through transparent, consistent engagement.
4. **Leadership Capacity:** Develop and sustain the leadership capacity needed to support continuous improvement in every school.
5. **Data Systems and Continuous Improvement:** Establish reliable data systems and a regular review cycle to inform decisions and monitor progress.
6. **Operational Excellence:** Manage district operations with consistency, accountability, and fiscal discipline.

Plan Development Process

Three years of working with and partnering alongside school and district leaders—at meetings, in cabinet sessions, during school walkthroughs, and through professional learning experiences have provided the monitors with an action research lens, as the monitors participated in and observed much of the work reflected in this plan. The monitors also attended numerous parent and community meetings, including the Superintendent’s Community Roundtable and the regularly scheduled NAACP and New York Civil Liberties Union (NYCLU) meetings, and held special meetings to receive specific feedback and input from parents, the board, district staff, district and school leadership, community members, NYSED officials, union leaders, and fellow monitors across the state. The plan was further informed by district performance data and data collected from previous implementations of the LTSAFIP, providing a longitudinal view of progress made and areas still requiring attention. Through these experiences and interactions, and drawing on over 35 years of professional experience, the monitors developed, the plan, which evolved over multiple rounds of feedback and discussion.

General Findings

The district continues to struggle with challenges that impede progress toward equitable and high-quality education for all students. Some of the challenges include the following.

Academic:

- **Poor Student Outcomes:**
Student performance is lower than that of peers across the region and the state in all content areas and in English language acquisition, kindergarten through grade 12.
- **Inadequate Professional Learning:**
The district struggles to deliver high-quality professional learning experiences for teachers, school leaders, and district executive staff. While progress has been made, the district continues to be challenged to strategically plan and implement professional development that is aligned with district goals and instructional priorities.
- **High-Need Student Population:**
The district serves a large percentage of students from historically underserved subgroups. Particularly concerning are the performance outcomes of English language learners (ELLs), which point to systemic gaps in policies, practices, and access for ELLs to rigorous instruction and support services.
- **Inadequate Support for Identified Schools:**
Despite many schools identified by the NYSED for additional support, the district has not adequately differentiated support or resources for these schools. They are largely treated the same as other schools, despite the heightened need for intervention and investment.
- **Lack of Program Evaluation:**
The district does not fully assess its programs to determine the effectiveness of resource allocation in meeting the needs of a diverse student body.
- **Need for High School Redesign:**
Secondary schools in the district provide inadequate support for academic outcomes and multiple pathways toward graduation.
- **Development of Master Schedules:** The district continues to struggle with the development of master schedules for the high schools and middle schools. This results in confusion about the resources for which to budget and negatively impacts the effective education of students.

Fiscal and Operational:

- **Annual Budget Process:**
The depth, detail, and transparency of the annual budget process need to be improved. In addition to financial numbers, information needs to be compiled in informative ways along with narrative language to provide context for funding decisions and the allocation of resources.
- **District Finances:**
The quality and consistency of reporting financial information to the board and public needs to be improved. This includes budget and cash flow reports. Although the district currently is in a strong financial position, the district five-year budget projections reflect financial challenges in the next few years.
- **Transportation Operations:**
The district needs to improve the operation of its transportation services for public and nonpublic students starting with the hiring of a permanent director for the department. The department management and staff need to be organized in a manner that allows for the gathering of data, routing of students, and contracting for services to be done in a more effective manner.
- **Facilities and Capital Projects:**
The district needs a permanent director for the facilities department. The management of staff and capital projects needs a consistent leader to plan for, implement, and close out projects. The district needs to improve the quality and consistency of information provided on the status of facilities and planning for the future.
- **Food Services:**
The operation of the food services program needs to be improved, including the quality and serving of the food. The program needs to reflect the diverse population of students provided food through the lunch and breakfast programs.
- **Safety and Security:**
The safety and security of buildings and facilities need to be analyzed annually, and additional resources should be provided in the form of staffing, training, and operational resources as needed.
- **Human Resources:**
While improvement has been made, the Human Resources Department still struggles to effectively recruit and retain qualified staff. A position control system is in development and when completed will allow the Human Resources Department to better manage the staffing needs of the district.

Governance, Leadership, and Organization

- **Lack of Clear Connection to Mission and Vision:**
The district lacks a clear connection to its mission and vision statements to anchor its work in service of students. While the current leadership team supports the goals and recommendations of the LTSAFIP, the team requires an opportunity to collaborate and align it with the vision of a permanent superintendent.
- **Communication Between District Administration and Board:**
The communication and relationship between the board and district administration needs to be improved. The lack of consistent and clear communication of information and data from the district administration to the board has resulted in the board continually questioning the work and efforts of the district administration. Thus, the relationship between the two parties is strained and not productive.
- **Appointment of a Permanent Superintendent:**
A new permanent superintendent started on July 8, 2026. In the past, the lack of consistent leadership and administration impeded the ability of the district to make progress on improving instruction and operations.

Services for Nonpublic School Students

Of the approximately 44,300 students served by the district, 35,000 attend nonpublic schools. The primary services provided by the district to these students are daily transportation to and from school and special education services when needed. The district has struggled to provide these services in an adequate and efficient manner. With the help of a consultant firm, the transportation department is being reorganized, and operational procedures and protocols are being developed and put in place. The special education department is developing operational procedures and protocols to improve services provided to all special needs students.

Conclusion

The district has continued to struggle to implement with full fidelity the recommendations contained in prior year long-term strategic plans. One indicator of this is that the district registered eight violations of the 2025–2026 LTSAFIP. A primary cause for the lack of progress has been the repeated turnover in the superintendent and senior leadership positions. A second, related cause is the district’s tendency to approach implementation as a compliance exercise, with effort focused on the input of meeting the letter of a requirement rather than the output of taking actions that produced the intended results. With the hiring of a new permanent superintendent starting July 8, 2026, the district is on a path towards stabilizing its leadership. This, together with a stronger discipline around data and evidence, should lead to improvement in the implementation of plan

recommendations going forward. This 2026–2029 plan is aligned with the District Comprehensive Improvement Plan (DCIP) and the superintendent’s district priorities, an alignment that should further support improved implementation and outcomes.

**East Ramapo Central School District
Long Term Strategic Academic and Financial Improvement Plan
For 2026-2027 through 2028-2029**

PLAN DESIGN

LTSAFIP Plan Design Overview

Nine focus areas spanning academic and financial oversight

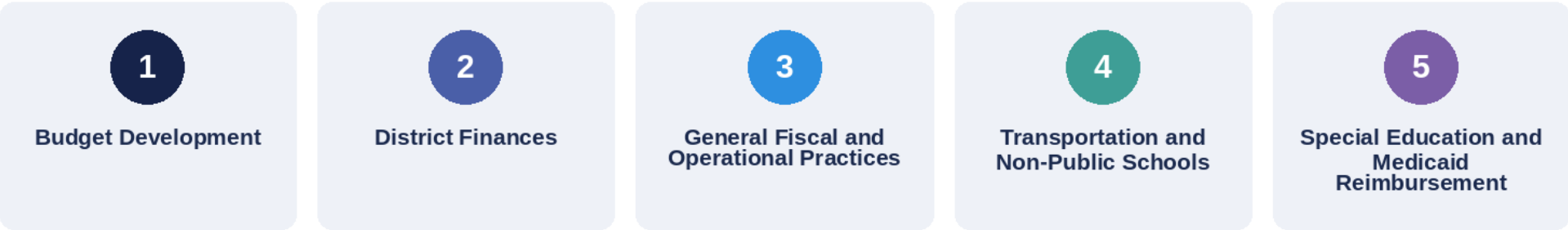
ACADEMIC PLAN DESIGN — 4 Domains for Rapid School Improvement



SUPPORTING FOCUS AREAS



FINANCE PLAN DESIGN — 5 Focus Areas for Fiscal Planning and Oversight



Long Term Goals/Impact	Monitor Recommendations	District Evidence
Desired long-term impact that will result from implementing monitor recommendations.	The recommendations should be measurable and timebound to establish clear expectations	How do we know the recommendation has been implemented with fidelity/success, or the intended outcome has been achieved?
Overarching Plan Requirement	District Evidence Column Population - Condition of Final New York State Education Department (NYSED) Submission Prior to final submission of the Long Term Strategic Academic and Fiscal Improvement Plan (LTSAFIP) to NYSED and as a nonnegotiable condition of plan approval, the district shall fully populate the District Evidence column for every recommendation across all academic domains and fiscal and governance areas - with specific, concrete, verifiable evidence artifacts demonstrating how each recommendation shall be implemented with fidelity. Each entry shall specify: the exact artifact (document, report, log, dashboard, data set, or record); the party responsible for producing it; the deadline by which it shall be available; and how it shall be made accessible to the monitors. The superintendent shall designate a named Plan Evidence Coordinator at the cabinet level responsible for ensuring the completeness, accuracy, of all District Evidence entries. The completed District Evidence column shall be submitted to the monitors for written review and approval before the plan is transmitted to NYSED. No recommendation shall be reported as “Fully Implemented” or “Partially Implemented/In Progress” in any tracker or adherence system unless the corresponding evidence artifact has been filed in a centralized Plan Evidence Repository, accessible to monitors on a continuous basis, and confirmed in writing by the responsible	• Written monitor confirmation that the District Evidence column has been reviewed and approved for all recommendations prior to submission to the NYSED. • Name of Plan Evidence Coordinator submitted to monitors. • By November 30, 2026, Centralized Plan Evidence Repository established and accessible to monitors; • Monthly tracker updates that demonstrate evidence artifact filing concurrent with completion designations for every recommendation across all domains and areas.

	party. Monitors shall have continuous read-only access to the Repository.	
Academic Goals, Recommendations, and Measurable Outcomes		
Turnaround Leadership		
Goals: Goal 1: By June 2028, every school identified for Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Comprehensive Support and Improvement (CSI) receives intensive monthly cabinet support, and 100% of schools show measurable school improvement on School Improvement Plan(SIP) targets. Goal 2: By June 2028, achieve 90% District Comprehensive Improvement Plan (DCIP) Fidelity Districtwide/ Goal 3: By June 2027, the four largest programs, serving 100+ students is formally evaluated for academic impact. Goal 4: Every principal school identified for CSI or TSI receives quarterly performance reviews with monitor participation. Goal 5: Ensure District Resources Are Allocated by Demonstrated Need: Publish an Annual School Need Index Ranking for Every ERCSD School and Achieve a Measurable Narrowing of Outcome Gaps Between Highest- and Lowest-Need Schools by June 2029.		
	TL1: Effective no later than September 1, 2026, and continuing annually through June 30, 2029, the district leadership shall implement and sustain a formalized, cabinet-led school support protocol ensuring that every school identified for CSI, TSI, and ATSI receives intensive, documented, and systematically monitored strategic	

	support tied directly to each school’s SIP goals, DCIP improvement strategies, and LTSAFIP priorities. The district shall establish a Department of School Transformation as the organizational home for this work, serving all schools while providing differentiated and more intensive support to identified schools throughout their turnaround journey.	
	Protocol requires: ● At least one structured strategic support visit per month to each designated school led by a consistent assigned cabinet member. ● Each visit follows a standardized, monitor-approved protocol including pre-visit data review aligned to SIP targets, structured classroom observations (minimum three classrooms), a principal debrief focused on instructional findings and resource alignment, and co-development of a written 30-day follow-up action plan. ● The superintendent shall convene a monthly cabinet review of all CSI/TSI/ATSI school support logs. ● An escalation protocol shall be activated when a school fails to show measurable progress on SIP targets for two or more consecutive quarters, requiring a written intervention intensification plan submitted to the monitors within 30 days. ● All logs and summaries shall be maintained in a centralized tracking system accessible to monitors; the district shall preview the protocol for the monitors before implementation and conduct at least one joint support visit per semester with the monitors. ● The Department of School Transformation shall coordinate the cabinet-led support protocol; assign and align district supports to school needs; monitor implementation of school improvement plans; identify	The district shall submit to the monitors; ● monitor-approved support visit protocol document submitted prior to implementation. ● monthly support visit logs for each CSI, TSI, and ATSI school, including: ○ pre-visit data review, ○ classroom observation notes, ○ principals debrief record, and ○ follow-up action plan. ● monthly cabinet review summaries documenting patterns, barriers, and decisions across designated schools. ● escalation plans for any school triggering the escalation protocol, within 30 days of determination. ● documentation of monitors’ joint validation visits, including fidelity findings and required corrective actions. ● annual CSI/TSI/ATSI support impact report submitted to the board, disaggregated by school and SIP target. ● the board-approved organizational chart, department charter, leadership assignment, job descriptions, and staffing plan for the Department of School Transformation, including its authority, responsibilities, and relationship to cabinet and school leaders.

	barriers requiring cross-departmental action; and provide the superintendent, board, and monitors with regular school-level progress and intervention reports.	
2026 – 2027	• The district shall:¹ ○ by October 15, 2026, adopt the monitor-approved support visit protocol and calendar and assign executive leadership to each designated school. ○ by October 31, 2026, begin monthly support visits to all schools identified for CSI, TSI, and ATSI and submit first visit logs to monitors. ○ by November 2026, conduct the first monthly cabinet review. ○ establish a tracking system accessible to monitors by October 31, 2026. ○ by January 2027 and again by June 2027, conduct monitors’ joint validation visits, semiannually each year. ○ by October 30, 2026, establish the Department of School Transformation and submit its organizational chart, department charter, leadership assignment, job descriptions, and staffing plan to the board and the monitors.	
2027 – 2029	The district shall: • by October 15, 2027, assess whether monthly support visits are producing measurable changes in instructional practice and SIP target progress and refine protocol based on findings and monitor feedback. • by October 25, 2027, apply the escalation protocol to any school failing to demonstrate sustained	

¹ The statement “The district shall” refers to actions that must be taken by district staff, the board, or a combination thereof.

	improvement and document all escalations and outcomes. ● by November 1, 2027, expand the support model to include peer school visits and cross-school instructional learning communities among CSI/TSI/ATSI school leaders. ● by June 30, 2028, present annual CSI/TSI/ATSI supports impact report to the board and monitors, disaggregated by school, showing progress on SIP targets over the plan period.	
	TL2a: Effective immediately and continuing annually through the 2028–2029 school year, the district leadership shall implement a rigorous, systematic academic program evaluation framework requiring that mutually selected programs by the monitors and the superintendent, serving 100 or more students and funded by local, State, or federal sources be formally evaluated for outcomes and impact on a defined annual cycle. Program evaluations shall produce evidence-based determinations about whether each program is producing measurable academic returns commensurate with its cost, and those determinations shall directly inform budget, staffing, and continuation decisions.	
	The framework requires that: ● all qualifying programs are evaluated using a monitor-approved evaluation template in February (formative midyear review) and June (summative determination) of each school year. ● the template includes program name and description; target population and actual enrollment disaggregated by subgroup; stated goals and measurable outcomes; student outcome data; cost per student served; identified strengths and improvement needs; and a	The district shall submit to the monitors: ● before the first evaluation cycle an evaluation template and Program Evaluation Dashboard for approval by the monitors. ● by November 16, a complete inventory of programs subject to evaluation, which shall be updated annually. ● by January(formative) and June (summative) completed program evaluations for all qualifying programs. ● by July 31, Annual Program Evaluation Dashboard status report.

	recommendation for continuation, modification, or discontinuation. ● all program evaluations be presented to the cabinet and submitted to the monitors. ● a Program Evaluation Dashboard tracking all programs meeting the 100-student threshold be maintained and accessible to monitors. ● results be formally incorporated into the annual budget development process, with the superintendent providing a written rationale for any decisions to continue or discontinue a program. ● district leadership annually updates the list of programs.	● cabinet meeting agendas and minutes reflecting formal presentation and discussion of program evaluation findings. ● documentation of program evaluation recommendations incorporated into the annual budget, including written rationale submitted to the board for any decisions to continue or discontinue programs.
2026 – 2027	The district shall: ● by October 15, 2026, adopt the monitor-approved evaluation template. ● By October 30, 2026, develop a Program Evaluation Dashboard and submit it to monitors. ● by November 16, 2026, compile complete inventory of four largest programs serving 100 or more students and submit it to monitors. ● by January 2027, complete first formative program evaluations for at least the four largest programs, based on students served and present findings to cabinet and submit to monitors. ● by June 2027, complete first summative evaluations for the four selected programs. ● integrate discontinuation and modification recommendations into the 2027–2028 budget development process.	
2027 – 2029	● by July 31 each year, present annual program evaluation cycle results to the board and monitors. ● track whether programs receiving modification recommendations demonstrate measurable improvement within one school year; escalate unimproved programs to discontinuation review.	

	- strengthen the connection between program evaluation results and per-pupil expenditure analysis, presenting the academic return on investment (A-ROI) for each evaluated program to the board annually. - by July 30 annually, refine the evaluation template based on monitor feedback and emerging best practices. - expand program evaluation to all academic programs serving more than 100 students.	
	TL3: By October 31, 2026, and continuing annually through June 30, 2029, the district leadership and the board shall implement a formal, calendar-driven protocol for the comprehensive review, revision, and adoption of all district policies, ensuring that the district’s policy manual is current, legally compliant, and actively guiding district operations.	
	Protocol requires: - A written, monitor approved policy review protocol establishing a semiannual policy review calendar that categorizes all district policies by domain (governance, instructional, fiscal, personnel, student services, operations) and assigns each category a designated review window. - By December 31, 2026, a complete audit of all existing district policies. - By June 30, 2027, all policies identified for revision or replacement to be formally presented to the board for adoption. - Twice annually, by January 31 and by August 31, completion of a semiannual policy review cycle, with governance, finance, and personnel policies reviewed in each cycle and instructional, student services, and operations policies reviewed on a triennial schedule. - By September 30, annually, presentation to the board of a Policy Review Summary Report.	

	● Effective immediately, all policy revisions are reviewed by district legal counsel before presentation to the board. ● A Policy Tracker maintained by the district and accessible to monitors.	
2026 – 2027	The district shall: ● by October 31, 2026, adopt a monitor-approved policy review protocol. ● by November 16, 2026, develop and submit to the monitors a Policy Tracker. ● by December 31, 2026, complete a comprehensive policy audit and submit audit findings to the board and the monitors. ● by June 30, 2027, draft and present all policies identified as absent or requiring replacement to the board for adoption. ● by September 30, 2027, submit a Policy Review Summary Report to the board and the monitors. ● complete the first semiannual policy review cycle by January 29, 2027, and the second by August 31, 2027.	
2027 – 2029	The district shall: ● maintain the semiannual policy review cycle, completing reviews by January 31 and August 31 of each school year. ● by September 30 of each school year, submit a Policy Review Summary Report to the board and the monitors. ● within 30 days of issuance flag any State or federal regulatory changes and initiate policy revision where required, outside the regular annual cycle.	
	9: Effective immediately and continuing annually through the 2028–2029 school year, the district leadership shall ensure that all components of the DCIP are implemented with fidelity. Any deviation from the approved DCIP shall	

	be treated as a compliance event requiring written notification to the monitors within five business days.	
	The district shall: ● maintain a live DCIP Implementation Tracker, accessible to the monitors on a continuous basis, documenting the completion status of every required action, the responsible party, the due date, and the evidence of completion. ● submit a monthly DCIP fidelity report to the monitors covering all required actions from the prior month, identifying any missed or delayed items and specifying corrective steps with timelines. ● ensure that all DCIP-required PD, instructional strategies, and programmatic supports are delivered in the schools, grade levels, and student subgroups specified in the approved plan. ● present a DCIP fidelity update as a standing agenda item at every regular board meeting under the “Student Outcomes” section, with the superintendent confirming in writing that the report reflects actual implementation data and not projected or aspirational compliance. ● by January 31 annually, conduct a formal midyear DCIP fidelity review, with findings submitted to the monitors and presented to the board, identifying any strategies requiring intensification, revision, or additional resource support to achieve full implementation. ● require that any school or district office operating below 80% fidelity on required DCIP conditions at the midyear review be subject to immediate escalation under the cabinet-led support protocol (TL1), resulting in a revised implementation timeline approved by the monitors and, where applicable, a ● Principal or Administrator Support and Improvement Plan under TL10.	The district shall submit to the monitors: ● by October 19, 2026, evidence that a DCIP Implementation Tracker, which is accessible to the monitors, is being maintained in real-time and updated continually. ● by the last business day of each month, monthly DCIP fidelity reports submitted documenting completion status of all required actions and corrective steps for any missed items. ● board meeting agendas and minutes that confirm that the “Student Outcomes” DCIP fidelity update is a standing item at every regular meeting. ● by January 31 each year, a copy of the midyear DCIP fidelity review report that was presented to the board that included strategy-level fidelity rates and escalation determinations; ● within five business days of any DCIP deviation, written notification accompanied by a root-cause analysis and corrective action plan. ● within 30 days of a determination that a school or office has below 80% fidelity, escalation documentation including revised implementation timelines and, where applicable, Principal or Administrator Support and Improvement Plans. ● by June 30 annually, a copy of the DCIP fidelity impact report documenting fidelity rates by strategy that was submitted to the board.

2026 – 2027	The district shall: • by October 19, 2026, establish the DCIP Implementation Tracker and submit it to the monitors. • by October 30, 2026, present the first DCIP fidelity update to the board. • by October 31, 2026, begin submitting monthly DCIP fidelity reports to the monitors. • by January 31, 2027, conduct the first formal midyear DCIP fidelity review and submit findings to the monitors and present findings to the board. • apply the escalation protocol to any school or office below 80% DCIP fidelity at midyear. • document all escalations and submit corrective action plans to monitors within 30 days of determination.	
2027 – 2029	The district shall: • maintain all DCIP fidelity tracking, monthly reporting, midyear review, and board update requirements without interruption. • by August 30 annually, refine the DCIP Implementation Tracker based on monitor feedback and emerging DCIP requirements. • ensure that any DCIP revision submitted to NYSED reflects actual implementation data and that monitors review and confirms the accuracy of all submitted improvement plan documentation before submission. • by June 30 annually, present an annual DCIP fidelity impact report to the board and the monitors documenting fidelity rates by strategy and school, escalation outcomes, and evidence that DCIP implementation has produced measurable gains in the student outcomes targeted by each DCIP strategy. • take such actions are necessary to achieve a districtwide DCIP fidelity rate of 90% of all required conditions met on schedule by the end of the 2027–2028 school year, and 95% by the end of the 2028–2029 school year.	

	TL5: By February 1, 2027, and continuing annually through the 2028–2029 school year, the district leadership shall implement and sustain a comprehensive, multiyear Executive Leadership Professional Development System for all cabinet-level leaders designed to build the strategic, instructional, and operational capacities required to lead a district-in-improvement with fidelity, urgency, and measurable impact.	
	System requires: • By October 30, 2026, a written Multiyear Executive Leadership Professional Development Plan (MELPDP) developed by the superintendent and approved by the monitors covering the full 2026–2029 plan period and specifying annual learning priorities, training providers, session formats, timelines, and measurable outcomes. • A plan updated annually, by August 30, to address competency domains, including: ○ executive leadership and strategic planning; ○ change management and organizational transformation; ○ data-driven decision-making and program evaluation; ○ budget governance and academic return on investment; ○ project management and accountability systems; and ○ Human Resource (HR) leadership, including evaluation and talent development at the systems level. • All cabinet members participate annually in a minimum of 40 hours of structured PD, of which no fewer than 20 hours shall be delivered in cohort format; all training contracts reviewed by the monitors before execution.	The district shall submit to the monitors: • by October 30, 2026, and updated annually by August 20, a monitor-approved Multiyear Executive Leadership Professional Development Plan. • By December 15, 2026, executed provider contracts and 2026–2027 training calendar. • documentation of training sessions delivered, including agendas, attendance logs, provider credentials, and session content aligned to the MELPDP. • within 10 business days of each quarterly session, quarterly progress review summaries. • a copy of the annual impact analysis of the MELPDP, including evidence of practice change and connection to district performance metrics that has been submitted to the board. • by August 30 of each subsequent school year an updated MELPDP.

	• A quarterly progress review conducted by the superintendent with the monitors.	
2026 – 2027	The district shall: • by October 30, 2026, develop and submit the MELPDP to the monitors. • by December 15, 2026, execute all provider contracts and establish the 2026–2027 training calendar. • by February 1, 2027, begin plan implementation. • by March 31, 2027, submit the first quarterly progress review to the monitors. • by August 30, 2027, complete the first annual cycle and update the MELPDP for the 2027–2028 school year.	
2027 – 2029	The district shall: • by September annually, implement the updated MELPDP. • maintain the 40-hour minimum PD requirement for all cabinet members. • conduct quarterly progress reviews with the monitors. • submit written summaries within 10 business days of each quarter • assess whether Executive Leadership PD is producing by April 30, annually, measurable improvement in cabinet decision-making quality, school support effectiveness, and district performance metrics annually. • present annual impact analysis to the board and the monitors. • integrate Executive Leadership PD outcomes into each cabinet member’s annual performance evaluation.	
	TL6: Effective immediately and continuing through 2029, all school and district leadership positions carrying any oversight responsibility for schools designated for CSI,	

	TSI, or ATSI shall include the mandatory participation of the monitors in the interview and selection process.	
	Protocol requires: • At least 48 hours before a scheduled interview date for any covered position opening, the district provides the monitors for review and input the position description, candidate pool summary, and planned interview rubric. • At least one monitor to serve as a formal member of the hiring panel. • Within five business days of each hiring decision, a written selection rationale prepared by the superintendent or designee and submitted to the monitors. • For any covered position where the district proposes to select a candidate assessed by the monitors as not demonstrating sufficient turnaround competency, the superintendent I convene a meeting with the monitors before making a final offer and, if the offer proceeds over monitor objection, create a documented support plan for the incoming leader.	The district shall submit to the monitors: • at least 48 hours before interviews,, notification records for each covered position opening, including position description, candidate pool summary, and draft rubric. • approved interview rubrics for each covered position search, including the turnaround leadership competency strand and documentation of monitor participation as a formal hiring panel member, including rubric-based evaluative record for each candidate. • within five business days of each hiring decision, written selection rationale for each covered position. s • documentation of any pre-offer meetings convened when a candidate with assessed turnaround competency concerns was proposed for selection.
2026 – 2027	The district shall: • by November 1, 2026, formalize the written monitor notification and rubric review process and submit to monitors for approval. • apply the protocol to all covered position openings arising during the 2026–2027 school year. • document all selections and submit rationales to the monitors within five business days of each hiring decision during the 2026 – 2027 school year.	
2027 – 2029	The district shall: • continue monitoring participation for all covered positions.	

	• by June 30 annually, refine the turnaround competency rubric in coordination with the monitors. • by July 30, annually, analyze the relationship between turnaround competency rubric scores and school improvement outcomes and present findings to the monitors. • By May 28, annually, expand the protocol to include internal transfers and reassignments to covered positions, not just new external hires.	
	TL7: Effective upon LTSAFIP approval, and continuing annually through the 2028–2029 school year, the district leadership shall design, adopt, and consistently implement a standardized protocol governing all regularly scheduled meetings between district leadership and school leaders.	
	Protocol requires: • All regularly scheduled meetings governed by a monitor and superintendent approved protocol specifying required agenda elements, co-development process, documentation standards, follow-up action tracking, and roles and responsibilities of both district and school leaders. • Meeting agendas that: ○ are co-developed by the assigned cabinet member and school leader, ○ are distributed at least 72 hours in advance, and ○ include analysis of topics like current student and staff data disaggregated by subgroups and aligned to SIP goals, LTSAFIP progress monitoring, DCIP implementation, grant management and resource utilization, policy updates, and follow-up on action items from the prior meeting. • All meetings result in a written record submitted to a central tracking system within five business days.	The district shall submit to the monitors: • prior to implementation, a superintendent and approved district-school leadership meeting protocol document for the approval of the monitors.. • attaining completion records for all cabinet members and principals on protocol expectations. • evidence that within five business days of each meeting, records for all district-school leadership meetings, including co-developed agendas, participant lists, decisions made, and follow-up action logs, have been submitted to a central tracking system. • monthly superintendent follow-up summary documenting action item completion rates and barriers addressed. • quarterly participant feedback survey results, with analysis of meeting quality trends. • by June 30 annually, a copy of the district-school leadership meeting impact summary has been submitted to the board.

	• The superintendent reviews a monthly summary of all district-school leadership meeting follow-up logs and submits them to the monitors. • All district-school leadership meetings for schools identified for CSI, TSI, or ATSI occur no fewer than twice per month and include a dedicated agenda segment reviewing SIP target progress data.	
2026 – 2027	The district shall: • by November 13, 2026, adopt monitor and superintendent approved district-school leadership meeting protocol. • by November 30, 2026, train all cabinet members and principals on protocol expectations, co-development process, and documentation standards. • beginning December 2026, implement protocol for all regularly scheduled district-school leadership meetings. • by January 15, 2027, submit first month’s meeting records to monitors, Beginning no later than December 2026 and conducted under the district-school leadership meeting protocol adopted under this recommendation, the Assistant Superintendent for Teaching and Learning and/or directors shall hold scheduled monthly meetings with principals and assistant principals at each secondary school focused on the district’s instructional framework, best practices in teaching and learning. and Tier 1 instruction expectations. These meetings shall be designed to build school leaders’ capacity as instructional leaders. Meeting agendas, attendance records, and follow-up action items shall be documented and submitted to the superintendent monthly. The superintendent shall include a summary of director-led instructional meetings in the monthly district-school leadership follow-up report to the monitors.	
2027 – 2029	The district shall:	

	● assess quarterly whether meeting quality, follow-through rates, and school leader feedback reflect meaningful improvement in the district-school leadership relationship and in alignment between district priorities and school actions. ● by August 20 annually, refine the protocol based on feedback data, monitor input, and follow-up log analysis. ● by June 30 each year, present an annual district-school leadership meeting impact summary to the board and the monitors, including follow-through rates, feedback trends, and documented connections between meeting quality and school improvement progress.	
	TL8: Effective no later than September 1, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall maintain, update, and actively use a comprehensive User’s Manual governing services for English Language Learners (ELLs) under Commissioner’s Regulations Part 154 and students with disabilities under Commissioner’s Regulations Part 200. The User’s Manual shall serve as the operational backbone for consistent, legally compliant service delivery across all public and nonpublic schools served by the district. The district shall ensure the Manual’s requirements are embedded into the daily operations of the district, not maintained solely as a reference document.	
	Framework requires: ● By September 1 of each school year, the User’s Manual to be reviewed, updated, and redistributed to all district, public school,, and nonpublic school leaders receiving district services. ● Manual to address: ○ eligibility identification and screening procedures, program placement, and transition protocols,	The district shall submit to the monitors: ● by September 1 annually, a copy of the updated User’s Manual with documented change log that has been distributed to all public and nonpublic leaders; ● by October 15 annually, training attendance records for annual User’s Manual training delivered to public school leaders, special education coordinators, and ELL coordinators.

	○ service delivery models and scheduling requirements, ○ parent notification and consent procedures, ○ progress monitoring and data reporting expectations, ○ staff roles and credentials, ○ complaint and grievance procedures, and ○ annual compliance reporting obligations to NYSED, ● By October 15 annually, a structured annual training on the User’s Manual delivered to all public school leaders, special education coordinators, and ELL coordinators. ● Between January and March annually, an internal compliance audit was conducted, reviewing a stratified sample of student records, service schedules, and placement documentation. ● By April 30 annually, within 30 days of the audit’s completion, internal compliance audit findings for ELL and special education services are submitted to the superintendent and the monitors with a remediation plan for all identified gaps. The remediation plan due closest to the completion of any external special education program audit, including the district's recently completed special education audit shall incorporate that audit's findings alongside the internal compliance audit findings, with corrective actions, responsible owners, and completion deadlines for each finding tracked through the remainder of the 2026–2027 through 2028–2029 plan period. ● integration of Manual-aligned practices into new-employee onboarding for all ELL- and special-education-facing staff, so compliance expectations are established at hire rather than at the next annual training cycle;	● by April 1 annually, written confirmation of Manual distribution to nonpublic school leaders, including distribution log and summary of material changes. ● annual internal compliance audit report, including stratified sample methodology, findings, and remediation plan. ● by June 30, annually, a copy of the Compliance Status Report presented to the board.
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	● incorporation of Manual-based service-delivery checks into the cabinet-led school support visit protocol established under TL1 and the district-school leadership meeting protocol established under TL7, so Manual fidelity is observed as part of routine practice rather than only through the annual sample audit; ● By June 30, annually, the superintendent presents a Compliance Status Report to the board and the monitors.	
2026 – 2027	The district shall: ● by September 1, 2026, review and update the User’s Manual and distribute it to all public and nonpublic leaders. ● by October 15, 2026, deliver annual training on the updated Manual to all public-school leaders, special education coordinators, and ELL coordinators. ● between January and March 2027, conduct the first annual internal compliance audit. ● by December 1, 2026, submit to the monitors a remediation plan incorporating findings from the district's recently completed external special education audit, with corrective actions, owners, and deadlines spanning the remainder of the plan period. ● by April 1 annually, written confirmation of Manual distribution to nonpublic school leaders, including distribution log and summary of material changes. ● by June 30, annually, a copy of the Compliance Status Report presented to the board. ● by June 30, 2027, complete integration of Manual-embedded practice into new-employee onboarding and the TL1/TL7 school-visit protocols.	
2027 – 2029	The district shall: ● maintain annual Manual update, training, and compliance audit cycle. ● by April 30 annually, submit findings and remediation plans to the monitors.	

	● track the rate at which compliance gaps are remediated within the 30-day remediation plan timeline and report remediation completion rates to the monitors quarterly. ● by June 1 annually, assess whether the annual audit and remediation cycle is producing a measurable reduction in compliance gaps over the plan period and present trend analysis to the board and the monitors. ● expand audit scope over the plan period to include a progressively larger sample of student records and service schedules. ● continue quarterly remediation-progress reporting against both the internal compliance audit and the external special education audit findings until all identified gaps are closed. ● by June 30 annually, report remediation completion rates and trend analysis for both audit streams to the board and monitors as part of the existing Compliance Status Report.	
	TL9: Beginning no later than October 2026 and continuing annually through the 2028–2029 school year, the cabinet shall host monthly strategic leadership sessions with all school leaders designed to build a unified, high-performance leadership culture, advance data-driven instructional decision-making, and ensure consistent alignment between district priorities and school-level actions.	
	Sessions require: ● By October 30, annually, a pre-established annual session calendar be submitted to the monitors. ● Each session to follow a monitor and superintendent approved session structure, including: ○ data literacy and analysis segment grounded in current student outcome data disaggregated	The district shall submit to the monitors: ● by October 30 yearly, the annual session calendar. ● prior to implementation, the session structure document for monitor approval. ● within 10 business days of each session, covering attendance, data findings, commitments, and district follow-up actions.

	by school and student subgroup and connected to LTSAFIP targets; ○ All sessions designed in alignment with adult learning theory, research and best practices. ○ instructional leadership focused segment in which a high leverage; instructional strategy or leadership practice is examined, modeled, or applied; ○ culture-building segment addressing district values and collective accountability; ○ district priority update segment covering DCIP implementation and LTSAFIP progress; and ○ commitment segment in which each school leader documents a specific, observable action they will take before the next session. ● Each session is facilitated by a cabinet member with demonstrated instructional leadership expertise, with the superintendent or designee serving as lead facilitator no fewer than four times per year. ● School leader commitments tracked in a centralized commitment log reviewed at the opening of each subsequent session. ● 90% of school leaders report increased alignment between district priorities and school-level actions on an annual May survey. ● Within 10 business days of each session the superintendent submits a session summary to the monitors.	● Evidence that a centralized school leader commitment log is updated monthly and accessible to monitors. ● by June 30 yearly, a copy of the annual school leader alignment survey results with comparison to prior year results that has been presented to the board. ● by June 30 yearly, a copy of the annual strategic leadership session impact report that has been submitted to the board.
2026 – 2027	The district shall: ● by October 30, 2026, develop and adopt monitor-approved session structure and publish an annual session calendar. ● by October 2026, launch first monthly session;	

	● within 10 business days of the session, submit a session summary to the monitors. ● establish a commitment log and review process. ● train cabinet facilitators on session structure and facilitation standards. ● in May 2027, administer first annual school leader alignment survey and submit ● results to the monitors.	
2027 – 2029	The district shall: ● annually assess whether session content, data analysis quality, and commitment follow-through are improving. ● refine the session structure based on monitor feedback and survey results. ● track the relationship between school leader session participation and school-level improvement trends; ● disaggregate attendance and commitment completion by school designation. ● expand the commitment accountability structure to require school leaders to submit brief written evidence of commitment completion before each session, reviewed by the cabinet facilitator. ● by June 30 yearly, present an annual strategic leadership session impact report to the board and the monitors.	
	TL10: Effective upon LTSAFIP approval, and continuing annually through the 2028–2029 school year, the district leadership shall implement a rigorous, structured quarterly performance review process for all school	

	leaders designed to ensure that every principal receives timely, evidence-based, actionable feedback tied to their school’s student outcomes and improvement goals. Quarterly reviews shall be formal, documented accountability sessions in which district and school leaders jointly examine evidence of progress, identify barriers, and establish binding commitments for the subsequent quarter.	
	System requires: ● Four formal performance reviews per school leader per school year, scheduled in October, January, April, and June that are aligned to the district’s beginning, middle, and end-of-year assessment cycles, with the June review serving as the summative annual performance review. ● Each quarterly review be conducted by the school leader’s assigned cabinet supervisor using a superintendent and monitor approved quarterly review rubric that evaluates: ○ progress toward the school’s SIP goals; ○ implementation fidelity of instructional priorities; ○ quality of leadership practice as evidenced by classroom walk-through data; ○ progress on the principal’s SMART goals; and ○ use of resources aligned to academic priorities. ● For schools identified for CSI, TSI, or ATSI, the quarterly review protocol includes a mandatory segment assessing progress against NYSED-approved improvement plan targets, with the monitors as observers or co-reviewers at least once per year. ● Within five business days of each quarterly review, a written Designated School Performance Review Record shall be completed.	The district shall submit to the monitors: ● prior to implementation, a quarterly review rubric and annual review schedule for approval by the monitors. ● training completion records for all cabinet supervisors on the quarterly review rubric and protocol. ● evidence that completed Designated School Performance Review Records for all school leaders from each quarterly review cycle have been submitted to the central tracking system within five business days of each review. ● within 15 business days of each quarterly cycle, a summary of all school leader performance review findings. ● for schools identified for CSI/TSI/ATSI documentation ● of monitor participation as observer or co-reviewer in at least one quarterly review per school per year. ● within the required timeline, escalation notifications, Principal Support and Improvement Plans, and follow-up review documentation for any leaders triggering the escalation protocol. ● by June 30 yearly, a copy of the annual trend analysis of quarterly review outcomes and their relationship to student improvement that was submitted to the board.

	• An escalation protocol for leaders who receive “not meeting expectations” ratings in two or more rubric domains in any quarterly review. • Development of a formal Principal Support and Improvement Plan within 30 days and a monitor-inclusive follow-up review no later than eight weeks after the escalation determination. • Within 15 business days of each quarterly review cycle, submits a quarterly summary of all school leader performance review findings to the monitors.	
2026 – 2027	The district shall: • by October 1, 2026, adopt monitor-approved quarterly review rubric and protocol and establish the review schedule for all school leaders. • by October 15, 2026, train all cabinet supervisors on the review rubric, feedback standards, and escalation protocol. • in October 2026, conduct first quarterly reviews. • by November 16, 2026, complete all Performance Review Records. • by November 30, 2026, submit the first quarterly summary to the monitors. • apply escalation protocol to any leaders triggering the threshold during the 2026–2027 school year and document all escalations and outcomes.	
2027 – 2029*	The district shall: • by June 30 annually, analyze whether quarterly review feedback is producing measurable improvement in school leader practice and student outcomes and present trend analysis to the board and the monitors. • by August 20 annually, refine the quarterly review rubric incorporating monitor feedback and emerging evidence on high-leverage leadership practices. • track • escalation outcomes, including the percentage of escalated leaders who improve to meeting	

	expectations within one review cycle and present findings to the monitors quarterly.	
	TL11: Effective no later than January 2027, and continuing annually through the 2028–2029 school year, the district leadership shall establish and maintain a formal Resource Differentiation Framework ensuring that staffing, funding, professional development, instructional coaching, and other district resources are allocated in direct proportion to each school’s demonstrated academic and operational need, rather than distributed uniformly across all schools regardless of need.	
	System Requires: ● By March 1, 2027, adoption of a monitor-approved School Need Index methodology, calculated annually for every ERCSD school and incorporating at minimum: SIP and DCIP fidelity rates; chronic absenteeism rates; ELA, mathematics, and ELP proficiency and growth data; instructional vacancy duration and rate of provisional/out-of-certification staff; teacher and school-leader retention/attrition rates; and CSI, TSI, or ATSI designation status. ● Annual publication of a school-by-school Need Index Ranking, submitted to the board and the monitors by December 15 of each year. ● A Resource Differentiation Protocol, adopted by the board and submitted to monitors, requiring that schools in the highest need tier receive priority allocation of cabinet-level support visit under TL1; instructional coaching staffing ratios under TD6; discretionary and supplemental program funding informed by the A-ROI framework; and priority placement in staffing/hiring cycles under TD2 and TD3. ● Documentation, for every budget cycle, of how the Need Index informed staffing, program, and	The district shall provide the monitors: ● by March 1, 2027, the monitor-approved School Need Index methodology. ● by December 15, of each year, the annual Need Index Ranking submitted to the board and the monitors. ● the board-adopted Resource Differentiation Protocol submitted to the monitors. ● budget-cycle documentation cross-referencing resource decisions to Need Index tier, including written rationale for any exception. ● by June 30 of each year, a copy of the annual Resource Differentiation Impact Report submitted to the board. ● annual Department of School Transformation resource recommendations, allocation tracking records, and school-level progress reports demonstrating how differentiated supports were aligned to Need Index tiers.

	discretionary funding decisions, with a written rationale required for any decision that does not direct additional resources to a top-tier need school. • An annual Resource Differentiation Impact Report, submitted to the board and monitors by June 30 of each year, comparing outcomes and resource levels across need tiers and evaluating whether differentiation is narrowing outcome gaps. • Integration of the Need Index and Resource Differentiation Protocol with the position control system (TD1), Workforce Inventory Report (TD2), and the annual budget development process. • The Department of School Transformation shall coordinate the annual School Need Index process and serve as the organizational lead for recommending, tracking, and evaluating differentiated supports and resources across schools, in collaboration with the Business Office, Human Resources, Teaching and Learning, and other responsible departments.	
2026 – 2027	The district shall: • by January 2027, convene a cross-departmental workgroup (Business Office, Human Resources, and Teaching and Learning) to design the Need Index methodology. • by March 1, 2027, adopt the monitor-approved Need Index methodology. • by December 15, 2026, publish the first Need Index Ranking. • by May 2, 2027, adopt the board-approved Resource Differentiation Protocol. • integrate Need Index tiers into the 2027–2028 budget development process.	
2027 – 2029	The district shall: • by April 1 annually, publish an updated Need Index Ranking.	

	● apply the Resource Differentiation Protocol to every subsequent annual budget cycle. ● by June 30 annually, present the annual Resource Differentiation Impact Report to the board and the monitors, tracking whether outcome gaps between highest- and lowest-need schools are narrowing. ● refine the Need Index methodology and weighting annually based on monitor feedback and outcome data.	
	TL12: Effective no later than March 1, 2027, the district shall expand the charter of the Department of School Transformation, established under TL1, to serve as the district's central office for school leadership support, school transformation initiative management, and oversight of state academic transformation initiatives, including NY Inspires and the New York State Portrait of a Graduate. The Department's expanded charter shall address: ● direct, ongoing capacity-building support to every school leader districtwide, not limited to schools identified for CSI, TSI, or ATSI; ● designation of a NY Inspires/Portrait of a Graduate lead within the Department, accountable for tracking NYSED policy, regulatory, and guidance releases and translating them into district action steps and timelines; ● development of a local assessment strategy consistent with New York's Educational Assessment Strategy, in coordination with the Instructional Framework required under IT16; ● reconciliation of the district's secondary redesign work under IT11, CS7, and CS8 with the Portrait of a Graduate's six attributes and the statewide alignment requirement beginning with the 2029–2030 entering ninth-grade cohort;	The district shall submit to the monitors: ● by March 1, 2027, the updated Department of School Transformation charter, organizational chart, staffing plan, and NY Inspires/Portrait of a Graduate lead designation; and ● beginning with students entering grade 9 in fall 2027, with a full phase in by 2029-2030 and annually thereafter, a written NY Inspires/Portrait of a Graduate implementation status report reconciling Department of School Transformation with IT16, IT11, CS7, and CS8.

	● an updated Department of School Transformation organizational chart, staffing plan, and budget request reflecting the expanded charter, submitted to the board and monitors; and ● a standing coordination protocol between the Department and the Academic Committee established under G3, ensuring board-level visibility into NY Inspires and Portrait of a Graduate implementation progress.	
2026 – 2027	The district shall: ● By March 1, 2027, adopt the expanded Department charter and designate the NY Inspires/Portrait of a Graduate lead. ● By June 30, 2027, complete an initial gap analysis reconciling NYSED's current NY Inspires guidance and the adopted Portrait of a Graduate against IT16, IT11, CS7, and CS8.	
2027 – 2029	The district shall: ● Maintain the NY Inspires/Portrait of a Graduate lead position and update the implementation status report annually. ● Incorporate NYSED's detailed rubrics and diploma-requirement regulations into the district's local assessment strategy and instructional framework as they are released. ● Ensure the district's high school redesign and Twilight Program planning remains aligned to the Portrait of a Graduate ahead of the 2029–2030 statewide alignment requirement.	
Talent Development		
Goals: Goal 1: Achieve Full Workforce Transparency and Equitable Staffing: Real-Time Position Control Live by November 16, 2026, the district shall report the baseline		

count of authorized, filled, and vacant positions established through the initial position audit required under TD1. Goal 2: Reduce the Average Duration of Instructional Vacancies to 20 Days or Fewer by June 2029; by June 30, 2027, the district shall report the 2026–2027 baseline average duration of instructional vacancies against which this target shall be measured. Goal 3: Build a High-Quality, Stable Leadership Pipeline: Track the Percentage of Leadership Vacancies Filled Internally Throughout the Plan Period, with a Target of at Least 40% Internal Placement by June 2029; Maintain Zero Early Leader Attrition in Years 1–2; and Fully Implement Rigorous Annual Professional Performance Reviews (APPR) by the 2027–2028 School Year; by June 30, 2027, the district shall report the 2026–2027 baseline percentage of leadership vacancies filled internally and the baseline early-leader attrition rate. Goal 4: Implement a Coherent, LTSAFIP-Aligned Professional Learning System: Adopt an Annual Professional Development Plan by November 10, Each Year; Provide Instructional Coaching at Every School; and Document Measurable Changes in Teacher Practice by June 2028; by June 30, 2027, the district shall establish the 2026–2027 baseline measure of teacher practice used to assess progress under this goal. Goal 5: Build Durable HR Systems and Ensure Organizational Integrity: Achieve 100% Certification Compliance by June 2028; Establish Standard Operating		
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Procedures for All Departments by August 2027; and Implement Board-Level Human Capital Governance by November 2026; by June 30, 2027, the district shall report the 2026–2027 baseline rate of certification compliance against which progress toward 100% shall be measured.		
	TD1: Effective no later than November 16, 2026, the district leadership shall establish and maintain a centralized, real-time position control system that serves as the single authoritative source for all budgeted positions, filled positions, and vacancies across every school and department in the district.	
	System Requires: • Assigning to every authorized position in the district a unique identifier linked to a specific school or department, fund source, and budget line. • No new hire, transfer, reassignment, or separation be processed through HR or payroll without a verified, board-authorized position number. • Real-time maintenance and reconciliation against payroll no less than monthly, with discrepancies flagged and resolved within 10 business days. • Distinguishing clearly between budgeted FTEs, filled positions, vacancies, and positions funded through time-limited grants or external sources. • Continuous superintendent, CFO, Chief Human Resources Officer and monitor access in a read-only format. • Production, as part of each annual budget development cycle, of a position-by-position crosswalk for every account reclassification, reorganization, or FTE movement between fiscal	The district shall submit to the monitors: • documentation of the completed districtwide position audit and verified baseline full-time equivalent (FTE) count. • evidence of an active position control system with unique identifiers for all authorized positions that is accessible to the monitors. • monthly payroll reconciliation reports demonstrate zero unresolved discrepancies beyond 10 business days. • copies of quarterly position control reports that were submitted to the board on schedule. • the position-by-position crosswalk produced for each annual budget development cycle.

	years, showing the prior account, the new account, employee or vacancy status, title, FTE, salary, benefit impact, funding source, and whether the change is an addition, deletion, transfer, or reclassification.	
2026 – 2027	The district shall: • by November 16, 2026, conduct a comprehensive position audit to establish a verified baseline of all authorized, filled, and vacant positions districtwide. • by December 31, 2026, establish reconciliation protocols and assign responsibility for ongoing maintenance and exception reporting. • by February 25, 2027, adopt the position-by-position crosswalk format and produce the first crosswalk for the 2027–2028 budget development cycle. • beginning January 2027, maintain 100% monthly reconciliation between position control records and payroll, with discrepancies resolved within 10 business days.	
2027 – 2029	The district shall: • continue to maintain 100% monthly reconciliation between position control records and payroll, with discrepancies resolved within 10 business days. • effective October 1, 2027, use position control data to inform annual budget development, staffing plans, and vacancy analysis. • effective October 1, 2027, submit quarterly position control reports to the board and monitors, disaggregated by school, role, fund source, and vacancy status. • produce the position-by-position crosswalk for each subsequent annual budget development cycle and submit it to the board and monitors alongside the budget book required under F17.	
	TD2: Beginning no later than November 2026 and continuing annually through the 2028–2029 school year,	

	the district leadership shall produce and publish a comprehensive Workforce Inventory Report, submitted to the board and monitors, establishing full transparency over the district’s staffing picture and its relationship to academic outcomes and fiscal sustainability.	
	System Requirements: • The total number of filled positions and Full Time Equivalent (FTEs) districtwide, disaggregated by school, role type, and fund source. • A complete vacancy report that includes the number of days each position has been vacant, the impact on student instruction, and the interim coverage arrangement in place. • An analysis of the fiscal cost of vacancies, including overtime, per diem, and substitute expenditures attributable to unfilled positions. • Identification of any positions funded through non-recurring revenue sources with a sunset risk within the plan period.	The district shall submit to the monitors: • by November 16 of each applicable school year, copies of the completed annual Workforce Inventory Reports that were submitted to the board. • documentation of vacancy remediation actions for critical instructional positions, including timelines and outcomes. • adopted districtwide staffing standards. • trend data demonstrating reduction in average vacancy duration over the plan period.
2026 – 2027	The district shall: • by October 27, 2026, identify and remediate critical instructional vacancies, prioritizing schools serving the highest proportions of students in school identified for CSI/TSI/ATSI. • by November 15, 2026, complete the first Workforce Inventory Report and present findings to the board and the monitors. • By December 15, 2026, adopt a districtwide staffing standard that aligns position allocations to enrollment, program need, and academic priorities.	
2027 – 2029	The district shall: • by November 16, annually, publish updated Workforce Inventory Reports. • by June 2028, reduce the average vacancy duration for instructional positions to no more than 30 days and by June 2029 to no more than 20 days.	

	TD3: No later than January 1, 2027, the district leadership shall adopt and implement standardized, districtwide hiring protocols for all instructional and instructional leadership positions designed to ensure that every hiring decision is rigorous; equitable; defensible; and explicitly aligned to the district’s academic priorities, DCIP, and LTSAFIP goals.	
	System requirements: ● Use of structured, competency-based interview rubrics for all instructional and leadership positions, with competencies aligned to the district’s instructional framework and LTSAFIP academic priorities. ● For all building leader positions at schools identified for CSI, TSI, or ATSI, the rubric shall include a mandatory turnaround leadership competency strand assessing: ○ demonstrated ability to rapidly diagnose and reverse patterns of low performance; ○ experience building instructional urgency and staff accountability in high-need settings; ○ capacity to engage families in historically underserved schools; and ○ familiarity with State improvement frameworks. ● Diverse hiring panels for all instructional and leadership positions, including at minimum a building-level academic leader, a content or instructional expert, and an HR representative; for school leader positions in schools identified for CSI/TSI/ATSI, the panel shall include at least one monitor or monitor-approved external expert in turnaround leadership. ● Equity review of hiring outcomes annually, disaggregating selection rates by candidate	The district shall submit to the monitors: ● adopted hiring protocols and competency-based rubrics for each instructional and leadership role category, including the turnaround leadership strand for CSI/TSI/ATSI positions. ● documentation of hiring panel composition, including monitor or external expert participation for CSI/TSI/ATSI school leader searches, and completed rubric-based evaluations for all filled positions. ● a copy of the annual equity review of hiring outcomes that was submitted to the board. ● by June 30 of each school year, annual rubric review documentation and updated rubrics. ● training completion records for all principals, assistant principals, and HR staff.

	demographics and identifying patterns of underrepresentation.	
2026 – 2027	The district shall: • by October 15, 2026, update standardized interview rubrics for all instructional and leadership role categories, including the turnaround leadership competency strand for school leader positions in schools identified for CSI/TSI/ATSI. • by December 15, 2026, train all principals, assistant principals, curriculum coordinators, and directors on structured interviewing, turnaround leadership competencies, equity in hiring, and legal compliance. • by January 1, 2027, implement hiring protocols for all open positions. • by June 30, 2027, complete first annual rubric review and submit updated rubrics to the monitors.	
2027 – 2029	The district shall: • by April 30 of each year, conduct annual equity reviews of hiring outcomes and present findings to the board and the monitors. • by June 2028, reduce provisional or out-of-certification placements in instructional roles to zero for any position open for more than 30 days. • by June 30, refine rubrics and panel composition based on outcome data and instructional framework updates. • by July 30 annually, track outcomes for leaders hired through the turnaround competency strand, including school performance trends and leader retention rates, reported to the monitors • .	
	TD4: Beginning with the 2026–2027 school year and continuing annually through the 2028–2029 school year, the district leadership shall implement a formalized, multiyear induction and support system for all newly hired	

	or newly appointed school-level leaders, including principals and assistant principals, designed to accelerate instructional competency, reduce early attrition, and establish a consistent leadership culture aligned to the LTSAFIP.	
	System Requirements: • A structured onboarding experience of no fewer than 10 days prior to the start of each school year for all new school leaders covering instructional expectations, the LTSAFIP, data systems, budget management, community engagement, and HR and legal responsibilities. • Assignment of an experienced, trained mentor leader to each new principal and assistant principal for a minimum of two full school years, with no fewer than two structured observation and coaching visits per month. • A formal New Leader Learning Community convened no less than monthly throughout the school year in which new leaders engage in collaborative problem-solving, data analysis, and leadership skill development facilitated by a qualified instructional coach or external expert. • A documented individual leadership development plan for each new leader; the plan shall be updated at the beginning, midpoint, and end of each school year and aligned to LTSAFIP goals and the results of the leader’s performance evaluation.	The district shall submit to the monitors: • induction program curriculum, calendar, and participant roster for each school year. • mentor leader assignment records and documented coaching visit logs for each new principal and assistant principal. • new Leader Learning Community meeting agendas, attendance records, and session summaries. • completed individual leadership development plans for each new leader, updated at each required checkpoint.
2026 – 2027	The district shall: • by October 31, 2026, complete preservice onboarding for all new building leaders. • by November 2026, identify and train mentor leaders and establish the New Leader Learning Community structure and calendar.	

	by October 31, 2026, develop individual leadership development plan templates aligned to LTSAFIP goals.	
2027 – 2029	The district shall: - by August 1 annually, assess the impact of induction on new leader retention, school-level instructional quality, and student outcomes. - by February 2028, expand the mentorship model to include assistant principals in their first three years of leadership service. - integrate new leader development data into the district’s overall PD plan.	
	TD5: No later than June 1, 2027, the district leadership shall adopt and implement a formal leadership pipeline and succession planning framework designed to identify, develop, and retain high-potential teacher leaders and emerging administrators, eliminating the district’s persistent dependence on external hires to fill leadership vacancies and reducing the instructional disruption caused by unplanned leadership transitions.	
	System Requirements: - A districtwide talent identification process, conducted annually, through which building leaders and the HR office identify teachers and instructional staff demonstrating leadership readiness using agreed-upon competency indicators aligned to the district’s leadership standards. - A Teacher Leadership Development Program that provides identified candidates with structured opportunities, including co-facilitation of professional learning, participation in instructional leadership teams, peer coaching, and cross-school collaborative inquiry. - A formal Aspiring Administrators Academy offered annually provides pipeline candidates with structured	The district shall submit: - adopted leadership competency indicators and annual talent identification process documentation. - teacher Leadership Development Program participant roster, curriculum, and session records. - aspiring Administrators Academy curriculum, participant roster, and completion records. - by June 30 yearly, annual written succession plan.

	exposure to school administration, budget management, HR fundamentals, data-driven decision-making, and LTSAFIP implementation. • A written succession plan, updated annually, identifying at least one pipeline candidate for each current principal position, with a documented development timeline.	
2026 – 2027	The district shall: • by January 2027, adopt leadership competency indicators and conduct the first districtwide talent identification process. • by June 1, 2027, launch the Teacher Leadership Development Program for identified candidates. • by July 30, 2027, design the Aspiring Administrators Academy curriculum and calendar. • by June 2027 and each June thereafter, produce and submit the annual succession plan to the monitors. •	
2027 – 2029	The district shall: • by November 2027, launch the first cohort of the Aspiring Administrators Academy.	
	TD6: Effective upon LTSAFIP approval, and continuing annually through 2029, the district leadership shall implement a coherent, districtwide professional learning system in which all PD for instructional staff is explicitly aligned to LTSAFIP academic goals and the DCIP, and each school’s SIP is evidence-based, consistently delivered, and monitored for implementation fidelity and impact on student outcomes. By October 20 of each school year, the Annual Professional Learning Plan shall be submitted to the monitors. The Annual Professional Learning Plan shall be sustained as a permanent institutional commitment regardless of changes in district leadership, cabinet composition, or administrative priorities. No change in superintendent, assistant superintendent, or instructional	

	leadership shall interrupt, delay, or reduce the scope of the Annual Professional Learning Plan.	
	System Requirements: ● By November 2 ,annually, a written Annual Professional Learning Plan, developed by the superintendent and the cabinet and approved by the board specifying all districtwide, school-based, and role-specific professional learning, with explicit alignment to LTSAFIP literacy, mathematics, and student subgroup goals; the current DCIP improvement priorities; and the active SIP goals for each school. ● All PD days follow a consistent structure: grounding in student outcome data connected to DCIP and SIP targets, introduction or deepening of instructional practice aligned to identified improvement strategies, modeled or practiced application, and identification of next steps with accountable follow-through. ● School-based instructional coaching integrated as the primary vehicle for transferring PD learning to classroom practice, with each school maintaining at minimum one full-time instructional coach whose focus areas are directly aligned to that school’s active SIP goals and, where applicable, DCIP-designated improvement strategies. ● Each school’s SIP development and midyear review process is explicitly connected to the Annual Professional Learning Plan, such that SIP-identified instructional needs drive school-level PD priorities. ● For all schools designated for CSI, TSI, or ATSI, professional learning activities are directly aligned to the school’s approved improvement plan and the corresponding DCIP strategy. ● At least annually, a professional learning audit, conducted by the monitors in collaboration with district leadership, reviewing whether delivered PD is	The district shall submit: ● by November 2 annually, a board-approved Annual Professional Learning Plan submitted, with a crosswalk documenting the alignment of every professional learning activity to a specific LTSAFIP goal, DCIP improvement strategy, and applicable school SIP goal. ● documentation of PD sessions delivered, including attendance, content, facilitator, and the specific DCIP strategy or SIP goal addressed. ● instructional coaching plans for each school, updated at beginning of year (BOY), middle of year (MOY), and end of year (EOY), demonstrating alignment to the school’s active SIP goals. ● coaching logs documenting frequency, instructional focus, and evidence of practice change. ● midyear and end-of-year SIP review documents demonstrating integration with the Annual Professional Learning Plan and evidence of professional learning impact on identified SIP targets. ● quarterly implementation status reports in monitor-approved format. ● a copy of the annual professional learning impact report organized by LTSAFIP goal, DCIP strategy, and school-level SIP target that was submitted to the board.

	aligned to the Annual Professional Learning Plan, the DCIP, and each school’s SIP.	
2026 – 2027	The district shall: • by October 23, 2026, conduct a PD audit of all current coaching, training, and PD contracts to assess alignment and cost-effectiveness and terminate or renegotiate contracts that do not demonstrate alignment. • by November 23, 2026, establish instructional coaching structures and caseloads at each school, with coaching focus areas formally tied to each school’s active SIP goals. • by December 30, 2026, submit the first quarterly implementation status report to the monitors.	
2027 – 2029	The district shall: • by August 20 annually, submit Annual Professional Learning Plan to the monitors. • refine the Annual Professional Learning Plan at each annual cycle based on updated DCIP review findings, SIP midyear data, and student outcome evidence. • by September 2027 establish a system accessible to the monitors for monitoring and documenting coaching activity and teacher practice change and its connection to SIP goal progress and student outcomes. • by December 30, 2028, present the annual professional learning impact report to the board and the monitors, with findings organized by LTSAFIP goal, DCIP strategy, and SIP school-level target.	
	TD7: Beginning with the 2026–2027 school year and continuing annually through the 2028– 2029 school year, the district shall implement a rigorous, consistent, and legally compliant performance evaluation system for all instructional staff and school leaders explicitly tied to LTSAFIP academic goals, with evaluation results that	

	meaningfully inform PD, placement, compensation, and retention decisions.	
	System Requirements; ● Full implementation of the district’s APPR plan in compliance with Education Law §3012-d, with no school permitted to operate outside the adopted districtwide evaluation framework. ● Evaluation timelines and deadlines codified in writing, with the HR office responsible for monitoring compliance and flagging non-compliance to the superintendent within five business days of a missed deadline. ● All observations and evaluations include written, specific, evidence-based feedback to the educator within 10 business days of each observation with generic or boilerplate feedback constituting non-compliance. ● Annual analysis presented to the superintendent and the monitors of evaluation outcome distributions, disaggregated by school and role, to identify patterns of grade inflation, non-differentiation, or evaluator inconsistency. ● A clear and enforced protocol for consequence-based evaluation outcomes, including mandatory support plans for Developing or Ineffective ratings, with timelines, evidence standards, and decision points documented.	The district shall provide the monitors: ● completed APPR compliance audit and remediation plan. ● evaluation timelines and deadlines that have been published and are being monitored by HR. ● quarterly, compliance tracking reports. ● sample evaluation reports that demonstrate specific, evidence-based written feedback for each rating category. ● each year, the annual evaluation outcome distribution analysis that was submitted to the board.
2026 – 2027	The district shall: ● audit current APPR implementation for compliance with Education Law §3012-d and remediate all identified gaps. ● train all evaluators on evidence-based observation, written feedback standards, and rating calibration. ● establish HR monitoring protocols for evaluation timelines and feedback completion.	
2027 – 2029	The district shall:	

	● implement annual evaluator calibration sessions and analysis of rating distributions. ● establish clear procedures for acting on Developing and Ineffective ratings, including tenure decisions aligned to evaluation evidence. ● present annual evaluation outcome analysis to the board and the monitors.	
	TD8: No later than January 10, 2027, the district leadership shall conduct a comprehensive review of all collective bargaining agreements (CBAs) and employment contracts to identify provisions that demonstrably impede academic outcomes, student well-being, equitable staffing, or sound fiscal management and develop a formal set of board-adopted renegotiation priorities to guide the district’s position in all future contract negotiations.	
	System Requirements: ● A written findings report developed by the superintendent and legal counsel in consultation with the Chief Human Resources Officer (CHRO) and CFO that is submitted to the board and the monitors in executive session. ● Identification, at minimum, of contract provisions that impede implementation of the LTSAFIP and achievement of district academic and financial priorities and goals. ● Establishment of a formal board-approved negotiation priority list, updated before the opening of each CBA negotiation cycle, reflecting LTSAFIP academic goals, position control requirements, and fiscal constraints. ● A requirement that all future contract negotiations include a formal academic impact analysis of proposed provisions before tentative agreement is reached that is reviewed by the monitors prior to board ratification.	The district shall provide the monitors: ● by January 10, 2027, completed the CBA review findings report. ● prior to each active CBA negotiation cycle, the board-approved negotiation priority list. ● academic impact analysis documentation for each proposed contract provision in active negotiations.

2026 – 2027	The district shall: ● by January 10, 2027, complete the CBA review and submit findings report to board members and the monitors, as ex-officio members of the board. ● adopt board-approved negotiation priority list for all active or upcoming CBA cycles. ● establish the academic impact analysis process for future negotiations.	
2027 – 2029	The district shall: ● apply the academic impact analysis requirement in all active negotiations. ● track and report to the monitors on progress toward renegotiating identified priority provisions. ● ensure that any ratified agreement is reviewed against LTSAFIP goals prior to board action.	
	TD9: No later than June 30, 2027, the district leadership shall implement a comprehensive HR data integrity and records management system that ensures all personnel records are accurate, complete, current, and compliant with applicable law, and that HR data is used systematically to support staffing decisions, budget development, and LTSAFIP implementation.	
	System Requirements: ● A complete personnel records audit, establishing a verified baseline of all employee records, including certification status, appointment paperwork, evaluation history, disciplinary records, and benefit elections, with all identified gaps or inaccuracies remediated within 90 days of the audit’s completion. ● Real-time maintenance of certification and licensure records for all instructional and leadership staff, with automated alerts generated no fewer than 120 days before any certification expiration. ● Integration of HR records with the position control system established under TD1, ensuring that every	The district shall submit to the monitors: ● by January 31, 2027, completed personnel records audit and remediation plan. ● certification tracking system documentation, including alert records and remediation actions for any identified expiration risks. ● quarterly HR data quality review reports. ● evidence of zero instructional staff serving in uncertified or lapsed-certification positions beyond allowable grace periods.

	filled position is linked to a verified, current employee record. • A formal HR data quality review, conducted by the CHRO and submitted to the superintendent and monitors quarterly, identifying and resolving any discrepancies between HR records, payroll, and position control data. • Compliance with all applicable Education Law, Commissioner’s Regulations, and Civil Service requirements governing personnel records, including timely processing of all personnel actions and reporting obligations to NYSED.	
2026 – 2027	The district shall: • by January 31, 2027, complete the personnel records audit and submit findings to the superintendent and the monitors. • by May 3, 2027, remediate all identified records gaps and inaccuracies within 90 days of audit completion. • June 30, 2027, implement certification tracking system.	
2027 – 2029	The district shall: • effective September 2027, submit quarterly HR data quality reviews to monitors consistently. • by June 30, 2028. maintain 100% compliance with certification requirements for all instructional staff. • Integrate HR data reporting into the district’s annual staffing and budget planning cycle.	
	TD10: Beginning no later than November 2026 and continuing annually through the 2028–2029 school year, the board shall establish formal oversight mechanisms for the district’s human capital management system, ensuring that talent development decisions, staffing practices, and HR operations are regularly reviewed at the governance level and consistently aligned to the LTSAFIP.	
	System Requires:	The district shall provide the monitors:

	● A standing Human Resources and Talent Development Committee of the board, meeting no fewer than three times per school year, with a defined charge covering position control, workforce planning, evaluation outcomes, PD, contract alignment, and HR records compliance. ● By November of each school year, an Annual Human Capital Management Report, prepared by the superintendent and the assistant superintendent for Talent management and presented to the full board and submitted to the monitors that addresses: ○ current staffing levels and vacancy status; ○ evaluation outcome distributions; ○ PD expenditures and alignment to the LTSAFIP; ○ new leader induction outcomes; and ○ progress on renegotiation priorities. ● Adoption of a board policy that prohibits the board from approving any new position, reclassification, or staffing action unless it is accompanied by a verified position control number and a certification of budget availability signed by both the Superintendent and the ASI Talent Management and the ASI for Finance, effective immediately. ● By June 30 of each school year, an annual board self-assessment of its human capital governance role is completed that evaluates whether board oversight of talent development is rigorous, informed, and aligned to the district’s academic and fiscal improvement priorities.	● adopted charge and annual meeting calendar meeting agendas and minutes for the Human Resources and Talent Development Committee. ● by November of each applicable school year, a copy of the annual Human Capital Management Report that was submitted to the board. ● documentation that all board personnel actions include a verified position control number and dual certification of budget availability. ● by June 30 of each school year. completed annual board self-assessment of human capital governance.
2026 – 2027	The district shall: ● establish the Human Resources and Talent Development Committee, adopt its charge, and publish its annual meeting calendar.	

	- by November 2026, present the first Annual Human Capital Management Report to the board and the monitors. - effective December 15, 2026, adopt the position control certification requirement for all board personnel actions.	
2027 – 2029	The district shall: - effective September 2027, use the Annual Human Capital Management Report as the primary vehicle for the board’s annual review of talent development progress. - effective September 2027, refine the committee structure and reporting formats based on emerging district needs and monitor feedback.	
	TD11: No later than June 30, 2027, the district leadership shall develop, adopt, and maintain Standard Operating Procedures (SOPs) for every district department, ensuring that all core operational functions are documented, consistently executed, actively used for onboarding and accountability, and regularly reviewed for compliance and effectiveness.	
	System Requirements: - Completion of written SOPs for every district department, including but not limited to HR, Finance, Transportation, Pupil Personnel Services, Special Education, Multilingual Learner Services, Instructional Support, Technology, and Facilities, using a monitor-reviewed SOP template that includes purpose and scope, step-by-step procedures, responsible parties, timelines, quality checkpoints, and applicable regulatory or policy references. - All SOPs are formally approved by the relevant department head and the superintendent, filed in a centralized, accessible repository, and incorporated	The district shall provide the monitors: - by October 31, 2026, an adopted monitor-reviewed SOP template. - by June 30, 2027, completed SOPs for all district departments that were approved by the superintendent. - documentation of SOP incorporation into new hire onboarding for each department. - quarterly reports for randomly selected departments, including findings, required remediations, and district response within required timelines. - by June 30, 2027, evidence of compliance review for HR, Finance, and Special Education SOPs against applicable law and regulations with remediation documentation where applicable.

	into the onboarding process for all new employees in the relevant department. - Quarterly monitor review of SOPs from at least three randomly selected departments, with monitors reporting findings to the superintendent and department heads; departments with identified gaps shall submit a remediation plan to the superintendent and the monitors within 30 days of receiving original feedback. - By August 31 of each school year, an annual update of all SOPs with a formal change log documenting revisions, the rationale for each change, and the date of superintendent approval. - SOPs for HR, Finance, and Special Education reviewed for alignment with applicable Education Law, Commissioner’s Regulations, and Civil Service requirements, with any compliance gaps remediated within 60 days of identification. - Integration of department SOPs with the personnel records and position control systems established under TD1 and TD9.	documentation that three rounds of cabinet-level progress monitoring was conducted during the 2026–2027 school year.
2026 – 2027	The district shall: - by October 31, 2026, adopt monitor-reviewed SOP template. - By June 30, 2027, complete SOPs for all departments and submit them to the superintendent for approval. - conduct first quarterly monitor review of randomly selected departments.	
2027 – 2029	The district shall: - by August 31 of each school year complete annual SOP updates and submit updated SOPs and change logs to the monitors. - by December 30, 2027, incorporate all approved SOPs into new hire onboarding materials and document integration with HR and position control systems.	

	● effective June 30, 2027, maintain quarterly monitor review cycle and track remediation response times and compliance outcomes. ● use SOP compliance data as a standing component of the Annual Human Capital Management Report under TD10N. ● beginning September 30, 2028, annually assess whether SOPs are measurably improving onboarding quality, supervisory consistency, and operational continuity during leadership transitions,	
	TD12: Effective immediately and continuing annually through 2029, the Board shall continue to review and consider all personnel recommendations of the superintendent for new hires, promotion, discipline, and/or termination that have been submitted in accordance with Board policy and procedures. The Board shall not unreasonably or arbitrarily reject the personnel recommendations of the superintendent.	
	System Requires: ● Reasons for rejection of a personnel recommendation are rooted in and based on the backup information provided by the superintendent in support of the recommendation, or on specific, known evidence that countermands or contradicts that information; a rejection shall not be based on personal preference, political consideration, or reasons unrelated to the qualifications, conduct, or performance documented in the superintendent's submission. ● A record of the specific countermanding information or documented basis for any board member voting to reject a superintendent personnel recommendation. ● A Personnel Recommendation Log maintained by the superintendent's office documenting every personnel recommendation submitted to the board, the board's	● Personnel Recommendation Log maintained by the superintendent's office and accessible to monitors, documenting every personnel recommendation submitted to the board and the board's action on each. ● Written countermanding-information documentation submitted within 10 business days of any board rejection of a superintendent personnel recommendation. ● Board meeting minutes reflecting the specific stated basis for any rejection of a superintendent personnel recommendation. ● Quarterly summary of board action on superintendent personnel recommendations (approved, rejected, tabled). ● Documentation of any joint review convened among the board president, superintendent, and monitors in

	action on each (approval, rejection, or tabling), and, for any rejection, the stated basis and countermanding information relied upon. - Any countermanding information used by the Board to reject a personnel recommendation of the superintendent shall be shared in writing with the monitors within 10 business days of the meeting at which the action was taken. - A quarterly summary, submitted by the superintendent to the monitors, of all personnel recommendations acted upon by the board, including the number approved, rejected, or tabled, to the monitors. - Whenever two or more rejection of superintendent recommendations occur within in a six month period, a joint review by the board president, superintendent and monitors will take place to assess whether the rejections are consistent with this recommendation.	response to a pattern of two or more rejections within a rolling six-month period.
2026 – 2027	- By October 30, establish the Personnel Recommendation Log and begin documenting every superintendent personnel recommendation submitted to the board and the board's action on each. - Beginning with the first rejection, if any, occurring on or after October 15, 2026, transmit written countermanding information to monitors within 10 business days of the meeting at which the action was taken. - Submit the first quarterly summary of board action on superintendent personnel recommendations to monitors by January 31, 2027, and continue quarterly thereafter.	
2027 – 2029	- Maintain the Personnel Recommendation Log and quarterly summary submissions to monitors without interruption through 2029. - Continue transmitting written countermanding information to monitors within 10 business days of	

	any board rejection of a superintendent personnel recommendation. ● Convene a joint review among the board president, superintendent, and monitors for any pattern of two or more rejections within a rolling six-month period, as needed, and document the outcome for monitors.	
Instructional Transformation		
Goals: Goal 1: Accelerate ELL Language Development: Achieve ≥ 1 Proficiency Level of Annual ELP Growth; Reduce the Long-Term ELL Rate by 15 Percentage Points by June 2029 Through Accelerated Language Development and Reclassification Support. Goal 2: Increase K–12 Literacy & Mathematics Proficiency by ≥ 8 Percentage Points Annually from the 2025–2026 School Year Baseline, certified by NYSED. Goal 3: Implement a Fully Operational Districtwide Assessment System, MTSS Framework, and Instructional Framework with $\geq 90\%$ MTSS Fidelity and 80%+ Classroom Alignment by June 2029. Goal 4: Transform Secondary Academic Outcomes: Increase 4-Year Graduation Rate ≥ 8 Points Annually; Increase ELL Graduation Rates by a Minimum of 8 Percentage Points Annually from the 2025–2026 Baseline, as certified by NYSED. Through the 2028–2029 School Year, certified by NYSED. Increase ELL Advanced Course Enrollment 20% Annually; and		

Achieve Zero Scheduling Compliance Violations by June 2027. Goal 5: Expand Biliteracy Recognition and Attainment: Increase the Number of Students Earning the New York State Seal of Biliteracy (NYSSB) Annually, with a Minimum Target of 20% Year-Over-Year Growth in Seal Attainment Among ELL and Ever-ELL Students from the 2025–2026 Baseline, as certified by NYSED, through June 2029. Goal 6: Close Science Proficiency Gaps: Increase Regents Science Pass Rates for All Students by a Minimum of 8 Percentage Points Annually, and for ELL Students Specifically by a Minimum of 15 Percentage Points, by August 2029, certified by NYSED. Goal 7: Strengthen PreK Access and Quality: Expand PreK Seats to Serve All Income-Eligible Four-Year-Olds Whose Families Seek Enrollment, and Achieve a Measurable, Annual Reduction in the Percentage of Students Entering Kindergarten Significantly Below Grade-Level Benchmarks, Through June 2029.		
	IT1: Effective no later than October 30, 2026, and continuing annually through the 2028-2029 school year, the district leadership shall establish and maintain a comprehensive, yearlong English Language Proficiency (ELP) assessment system that measures, at multiple points throughout each school year, how well every identified ELL is developing proficiency across all four language domains: reading, writing, listening, and speaking.	

	The English Language Proficiency assessment system shall require: ● Adoption of a monitor-approved, research-based interim ELP assessment tool administered to all identified ELLs at the beginning, middle, and end of each school year, measuring proficiency in each of the four language domains separately and in combination; the tool shall produce individual student proficiency level scores aligned to State assessment levels (Entering, Emerging, Transitioning, Expanding, and Commanding) to enable direct comparison and trajectory analysis. ● The ELP assessment system shall be fully integrated into the district’s Comprehensive Assessment Program under IT7, with ELP data appearing alongside ELA, mathematics, and science data in all data presentations to the board, the cabinet, school leaders, and the monitors. ● School-level ELP progress reports, disaggregated by language domain, proficiency level, grade band, home language, years in program, and instructional model, are produced and reviewed at every data review cycle and used to drive differentiated instructional decisions at the classroom level. ● District leadership to establish annual ELP growth targets for each proficiency level band, with the expectation that students at Entering and Emerging levels demonstrate at least one full proficiency level of growth per year; schools not meeting annual ELP growth targets shall be subject to an instructional program review within 60 days of the determination. ● By September 30 annually, all ENL teachers and bilingual education teachers complete training in	The district shall submit to the monitors: ● by October 30 2026, documentation and research evidence on a monitor-approved interim ELP assessment tool. ● by September 30 annually (November 16 for 2026–2027), interim ELP assessment training completion records for ENL and bilingual education teachers; and by January 30 annually, completion records for the annual State ELP assessment training. ● BOY, MOY, and EOY ELP assessment results, disaggregated by language domain, proficiency level, grade band, instructional model, and school for each administration cycle. ● school-level ELP progress reports distributed to building leaders at each data review cycle. ● documentation of instructional program reviews initiated for schools not meeting annual ELP growth targets, including findings and corrective action plans. ● by June 30 annually, a copy of the annual ELL Language Development Impact Report that was submitted to the board.
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	administering, scoring, and using ELP interim assessment data. ● By September 30 of each school year submission to the board and the monitors of an annual ELP State Assessment Alignment Report analyzing the relationship between interim ELP results and (NYSESLAT/WIDA) outcomes from the prior spring, identifying whether the interim tool is accurately predicting proficiency level designations and pinpointing language domains where instruction is least effective. ● An annual training for all teachers of at least 5 hours on the new State ELP assessment.	
2026 – 2027	The district shall: ● by October 30, 2026, identify and adopt a monitor-approved interim ELP assessment tool and submit tool documentation and research evidence to the monitors. ● by November 16, 2026, train all ENL and bilingual education teachers on administering, scoring, and using data from the adopted interim ELP assessment tool. ● by November 30, 2026, administer the first BOY ELP assessment and produce and distribute school-level ELP progress reports to building leaders and the monitors. ● by January 30, 2027, deliver the annual training of at least 5 hours to all ENL, bilingual educators, general education staff, and school administrators on the administration, scoring and instructional use of the new State ELP assessment. ● by February 15, 2027, administer MOY assessment and conduct district-level data review focused on language domain gaps and instructional response.	

	by June 1, 2027, administer EOY assessment; complete first administration of WIDA.	
2027 – 2029	The district shall: - by August 20 annually, present targets to the monitors for review that have three years of ELP growth data to establish refined annual targets by proficiency level, language domain, and instructional model. - by August 2027, identify schools and classrooms where ELL students are making less than one proficiency level of annual growth in any domain and deploy targeted coaching and instructional support through the TL1 school support protocol. - by June 30 each year, present an annual ELL Language Development Impact Report to the board and the monitors, documenting ELP growth trends by school, grade band, language domain, instructional model, and years in program.	
	IT2: Beginning no later than October 30, 2026, and continuing annually through 2029, the district leadership shall undertake a comprehensive redesign of its ELL instructional program to ensure that every ELL receives high-quality, legally compliant language instruction in the most effective program model available.	
	The ELL instructional program redesign shall require: - By December 31, 2026, completion of a districtwide ELL Program Audit that reviews every school's: - current ELL instructional model; - enrollment by model type, Part 154 compliance status, staff certification, and caseloads; and - student outcome data disaggregated by model type.	The district shall submit to the monitors: - by December 31, 2026, a copy of the completed districtwide ELL Program Audit that was submitted to the board. - by March 1, 2027, board-adopted Dual Language Expansion Plan with school-by-school timeline, staffing plan, family engagement process, and curriculum plan.

	The audit shall be submitted to the monitors and presented to the board. • By March 1, 2027, a board adopted a phased Dual Language Program Expansion Plan, establishing a school-by-school timeline for replacing transitional bilingual education classrooms with dual language programs at the elementary level where enrollment and staffing conditions permit. • All Integrated ENL and Standalone ENL services be delivered in full compliance with Commissioner’s Regulations Part 154, including required minimum instructional time by proficiency level and grade band; • By October 30, annually, the district conducts a Part 154 compliance verification for every school with any non-compliant finding corrected within 30 days of identification. • All teachers of record for ELL students receive annual PD on sheltered instruction strategies, language-integrated content delivery, and formative assessment of language development within content classes; this PD. • PD is mandatory for all content-area teachers serving ELL students. • by June 30 each year, an annual ELL Program Effectiveness Report submitted to the board and the monitors that analyzes student outcome data — including ELP growth, ELA and mathematics proficiency, promotion rates, and graduation rates — disaggregated by instructional model type, to determine whether each program model is producing measurable academic acceleration. • by March 1, 2027, submission to the monitors of a district plan to address the ELL graduation rate gap within the three-year plan period, with annual milestones; the plan shall specify the specific	• by October 30 each year, annual Part 154 compliance verification records for all schools with remediation documentation for any non-compliant findings. • PD attendance records for sheltered instruction training documenting participation of all content-area teachers serving ELL students. • by March 1, 2027, ELL graduation rate gap remediation plan. • by June 30 each year, copy of annual progress reports that were submitted to the board. • by June 30, each year, a copy of the annual ELL Program Effectiveness Report, disaggregated by instructional model, school, and student subgroup, was submitted to the board.
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	instructional, scheduling, and support interventions targeted at secondary ELL students, including Students with Interrupted Formal Education (SIFE) and long-term ELLs (LTELLs).	
2026 – 2027	The district shall: • by October 30, 2026, conduct a Part 154 compliance verification for all schools and remediate all non-compliant findings within 30 days. • by December 31, 2026, present findings to the board and submit to the monitors a completed districtwide ELL Program Audit. • by February 25, 2027, deliver the first cycle of sheltered instruction PD for all content-area teachers serving ELL students. • by March 1, 2027, submit to the monitors with an implementation timeline a board-approved Dual Language Expansion Plan. • by March 1, 2027, submit to the monitors • • ELL graduation rate gap remediation plan.	
2027 – 2029	The district shall: • implement the first cohort of dual language program expansion and evaluate enrollment, staffing, and student outcome data at the end of each implementation year. • take such action as necessary to: ○ increase ELL graduation rates by a minimum of 5 percentage points annually from the 2025–2026 baseline through the 2028–2029 school year. ○ reduce the proportion of long-term ELLs by 15 percentage points by June 2029 through	

	accelerated language development and reclassification support. by June 30, present to the board and monitor an annual ELL Program Effectiveness Report with year-over-year comparison of ELP growth and academic outcomes by instructional model.	
	IT2a: Beginning no later than December 1, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall develop, submit to NYSED for review and approval, and actively implement a NYS Seal of Biliteracy (NYSSB or “the Seal”) Expansion Plan designed to expand the number of students earning it, and ensure equitable access for current ELLs and ever-ELLs across the district. The NYSSB represents a critical postsecondary and workforce asset for the district’s multilingual student population, and the district shall treat expansion of NYSSB access as a standing instructional equity priority throughout the LTSAFIP period. By December 1, 2026, implementation of the NYSSB Expansion Plan shall require: - a complete inventory of all schools currently offering the Seal, the number and demographics of students earning the Seal annually disaggregated by ELP status (current ELL, ever-ELL, English proficient), home language, grade, and school; - identification of all schools not currently offering the Seal and a school-by-school timeline for expansion, prioritizing secondary schools with the highest concentrations of ELL students; - a targeted outreach and counseling strategy ensuring that every ELL student at the Transitioning proficiency level and above and every ever-ELL student is individually informed in the student’s home language of the Seal pathway, eligibility requirements,	The district shall submit to the monitors; - by November 2, annually, documentation of individual ELL and ever-ELL student notifications of Seal pathways, delivered in home languages. - by November 15, 2026, completed NYSSB inventory disaggregated by ELP status, home language, school, and grade. - by December 1, 2026, a copy of the NYSSB Expansion Plan submitted to NYSED for review and approval. - by December 31, 2026, Seal pathway section included in the Secondary Course of Studies under ITR13 beginning with the December 2026 edition, confirmed in writing by the Secondary Transformation Lead. - by June 30 of each school year, a copy of the annual NYSSB Attainment Report documenting Seal enrollment and attainment rates by school, ELP status, home language, and year-over-year trend was submitted to the board.. - Beginning August 20, 2027, and by August 20 annually thereafter, school-by-school Seal expansion timeline, outreach and counseling strategy, and annual Seal attainment targets.

	and the academic and postsecondary value of earning the credential; ● alignment of the Seal expansion strategy with the Secondary Course of Studies under IT13, such that Seal pathways are explicitly documented for ELL families beginning with the December 2026 edition; ● by August 20 of each school year, annual Seal enrollment and attainment targets established in partnership with the monitors specifying the expected number of students earning the Seal by school, ELP status, and home language; and ● within the first three months of the 2026–2027 school year, the NYSSB Expansion Plan was submitted to NYSED for review and approval.	
2026 – 2027	The district shall: ● by November 15, 2026, submit to the monitors a complete districtwide NYSSB inventory disaggregated by ELP status, home language, grade, and school. ● by December 1, 2026, submit to the monitors and to NYSED for review and approval of a NYSSB Expansion Plan. ● by November 2, 2026, launch individual ELL and ever-ELL student outreach on Seal pathways in a student’s home language. ● by December 31, 2026, ensure Seal pathway information is included in the first edition of the Secondary Course of Studies under ITR13, establish annual Seal attainment targets in partnership with the monitors.	
2027 – 2029	The district shall: ● by September 2027, expand Seal offerings to all secondary schools serving eligible students.. ● assess annually whether ELL and ever-ELL students are earning the Seal at rates comparable to non-ELL	

	peers; where a gap exists, implement targeted counseling and instructional support. • by June 30 of each year, submit the annual NYSSB Attainment Report to the board and the monitors documenting attainment trends by school, ELP status, home language, and year-over-year comparison. • Annually, update Seal pathway information in the Secondary Course of Studies under IT13.	
	IT3: Beginning no later than October 31, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall design and implement a targeted acceleration program for secondary ELLs, with particular focus on Long-Term English Language Learners (LTELLs) and Students with Interrupted Formal Education (SIFE).	
	The secondary ELL and SIFE acceleration program shall require: • by November 2 annually, submission to the monitors of a complete census of all LTELLs and SIFE in grades 6–12 that identifies each student’s current ELP level by domain, years in program, current instructional placement, credit accumulation status, and projected graduation timeline. • dedicated LTELL instructional intervention courses at the secondary level designed to accelerate progression through the Expanding level by addressing: ○ academic vocabulary development across content areas; ○ reading comprehension of complex academic texts; ○ structured analytical writing in multiple modes; and ○ oral academic discourse and argumentation.	The district shall provide the monitors: • by November 2, annually, a LTELL and SIFE census. • by January 15, 2027, LTELL intervention course curriculum, staffing plan, and school-level implementation schedule. • by January 15, 2027, SIFE program design documents for each qualifying secondary school. • documentation of Reclassification Support Protocol and quarterly reclassification plan reviews for all Expanding-level LTELLs. • by June 30 each year, a copy of the annual LTELL and SIFE Academic Progress Report, disaggregated by grade band, school, ELP domain, credit status, and graduation rate, was provided to the board. • annually, reclassification rate trend data compared to prior year baseline.

	• a SIFE-specific instructional program at each secondary school enrolling SIFE students designed to simultaneously build foundational literacy and numeracy skills, develop English language proficiency, and accelerate credit accumulation through credit recovery and accelerated coursework; SIFE students shall not be placed in age-appropriate grade-level courses without documented academic language and literacy supports. • a Reclassification Support Protocol establishing the specific instructional and assessment supports that every LTELL at the Expanding level shall receive to accelerate toward Commanding (proficiency) and reclassification, with each student’s reclassification plan reviewed at every quarterly data review cycle. • by June 30 each year, submission to the monitors and board of an annual LTELL and SIFE Academic Progress Report documenting for each grade band: the number of LTELLs and SIFE students enrolled; ELP growth by domain; credit accumulation rates; reclassification rates; promotion rates; and graduation rates compared to district and State averages. • the district set annual reclassification rate targets for LTELLs beginning with a minimum 10% point increase from the 2025–2026 baseline each year, with schools not meeting the target subject to instructional program review.	
2026 – 2027	The district shall: • by November 2, 2026, submit to the monitors a Complete LTELL and SIFE census with individual student profiles. • by January 15, 2027, design LTELL intervention courses and SIFE program model and adopt curriculum and staffing plan.	

	- by February 1, 2027, launch LTELL intervention courses and SIFE programs at all qualifying secondary schools. - establish Reclassification Support Protocol and initiate quarterly reclassification plan reviews for all Expanding-level LTELLs.	
2027 – 2029	The district shall: - take such actions as necessary to increase LTELL reclassification rates by a minimum of 10 percentage points annually compared to the 2025–2026 school year baseline. - by June 2029, take such actions as necessary to increase SIFE credit accumulation rates to parity with non-SIFE students at the same secondary level. - by June 30 of each school year, submit annual LTELL and SIFE Academic Progress Report to the Board and monitors.	
	IT4: Beginning no later than November 15, 2026, and continuing annually through 2029, the district shall implement a K–12 Literacy Acceleration System that treats reading, writing, and language development as a continuous, districtwide instructional priority from kindergarten through grade 12.	
	The K–12 Literacy Acceleration System shall require: A structured early literacy initiative for grades PreK–2 implemented in partnership with a community or external provider with demonstrated expertise in early literacy with multilingual learners, including: a research-based core literacy curriculum aligned to the Science of Reading; systematic phonics and phonemic awareness instruction delivered with fidelity; family literacy engagement sessions in Spanish and Haitian Creole at minimum; and quarterly progress monitoring disaggregated by ELP level, home language, and disability status.	The district shall provide the monitors: - community partner memorandum of understanding (MOU) and early literacy initiative plan submitted to monitors; quarterly PreK–2 student literacy outcome progress reports. - monitor-approved K–8 core literacy curriculum vetting documentation and board adoption records, - by June 30, 2027, multiyear implementation plan. - at BOY, MOY, and EOY, universal literacy screening results for all students submitted are disaggregated by grade, ELP level, school, and subgroup.

	● By June 30, 2027, a districtwide adoption of a single, coherent K–8 core literacy curriculum, selected through a monitor-approved vetting process that prioritizes curricula with strong evidence of effectiveness with multilingual learners; the curriculum shall include language-integrated instructional supports; curriculum adoption shall be accompanied by a multiyear implementation plan covering training, coaching, and fidelity monitoring ● A Secondary Literacy Intervention Program serving all students in grades 6–12 who are reading two or more years below grade level, using a monitor-approved diagnostic and intervention model; the program shall identify all qualifying students through universal screening by October 15 of each school year; provide a minimum of 45 minutes of daily structured literacy intervention in addition to, not in place of, grade-level ELA instruction; and disaggregate student progress data by ELP level, grade, and school for quarterly monitor review ● By September 30, 2027, adoption of a consistent districtwide ELA-aligned writing framework to be used to support a Writing Across the Curriculum initiative in grades 3–12 that requires every content-area teacher to integrate structured academic writing instruction into their courses. ● Student writing samples shall be collected, scored using a common rubric, and analyzed for growth at BOY, MOY, and EOY of each school year. ● Annual literacy proficiency targets set in partnership with the monitors by August 20 of each school year, specifying the expected percentage of students at or above grade level by school, grade band, and ELP level; schools not meeting annual targets shall be subject to the instructional program review process under TL2.	● secondary Literacy Intervention Program enrollment lists, daily schedule documentation, and quarterly student progress reports. ● annually, districtwide writing framework and BOY/MOY/EOY writing sample data. ● by June 30 of each school year submission to the board and monitors of annual literacy proficiency targets and school-level progress reports. ●
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2026 – 2027	The district shall: • by October 15, 2026, continue a structured early literacy initiative for PreK–2 with a qualified community partner. • by October 15, 2026, implement universal literacy screening for all students. • by June 30, 2027, initiate a K–8 core literacy curriculum vetting process; adopt curriculum; and begin multiyear implementation plan.	
2027 – 2029	The district shall: • fully implement adopted K–8 core literacy curriculum districtwide and monitor fidelity through instructional coaching logs and walk-through data. • by September 30, 2027, adopt a districtwide writing framework and launch Writing Across the Curriculum PD. • by November 2, 2027, launch Secondary Literacy Intervention Program at all secondary schools. • take such action as is necessary to increase the percentage of students reading at or above grade level by a minimum of 7 percentage points annually at each grade band from the 2025–2026 baseline. • using the 2025–2026 school year as a baseline, take such action as is necessary to reduce the percentage of secondary students reading two or more years below grade level to no more than 20% by June 2029.	
	IT5: Beginning no later than December 30, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall complete a rigorous K–12 mathematics audit, adopt a coherent K–12 mathematics curriculum, and implement a districtwide mathematics	

	acceleration framework designed to close the proficiency gaps that exist across all grade levels.	
	The K–12 mathematics audit and acceleration framework shall require: • by August 30, 2026, completion of a K–12 mathematics audit, funded by the district and conducted by a qualified independent third party • by October 30, 2026, presentation of audit findings and recommendations to the cabinet, the board, and the monitors. • no later than September 1, 2027, the adoption and initiation of a districtwide K–12 mathematics curriculum based on audit findings and a monitor-approved vetting process that prioritizes curricula with strong evidence of effectiveness with multilingual learners and students who are behind grade level; the adoption shall include a phased implementation plan by grade band, aligned PD and coaching, and a curriculum fidelity monitoring system, • a Mathematics Acceleration Program for all students in grades 3–12 who are two or more years below grade level, providing: ○ a minimum of 30 additional minutes of daily targeted mathematics intervention aligned to diagnostic data; ○ a summer mathematics acceleration offering for students at risk of failing mathematics Regents courses; and ○ quarterly progress monitoring reported to the monitors. • all mathematics teachers in grades 6–12 receive annual PD on language-integrated mathematics instruction and making grade-level content accessible to ELL students without reducing cognitive demand.	The district shall submit to the monitors: • by October 30, 2026, copy of the presentation to the board and the cabinet of a K–12 mathematics audit report. • Mathematics Acceleration Program enrollment lists, daily schedule documentation, and quarterly student progress data. • K–12 mathematics curriculum adoption records, phased implementation plan, and fidelity monitoring reports. • PD attendance records for language-integrated mathematics instruction training. • by August 30 each year, a copy of the annual mathematics proficiency targets and progress reports, disaggregated by school, grade band, ELP level, and subgroup, was presented to the board.

	This PD shall be embedded in the Annual Professional Learning Plan by August 30 each year, submission to the board and the monitors of status reports on annual mathematics proficiency targets established in partnership with the monitors.	
2026 – 2027	The district shall: - by August 30, 2026, complete the audit. - by October 30, 2026, present findings to cabinet, Board Academic Committee, and the monitors. - by November 1, 2026, launch Mathematics Acceleration Program for identified students at all schools. - by February 25, 2027, begin language-integrated mathematics instruction PD for all secondary mathematics teachers.	
2027 – 2029	The district shall: - beginning no later than September 1, 2027, fund and fill a dedicated permanent position for systemic oversight of K–6 mathematics instruction; this position shall be responsible for: - curriculum fidelity monitoring, - instructional coaching support for elementary mathematics teachers, - data review and analysis of K–6 mathematics outcomes, and - coordination between the district and school levels on mathematics improvement. - document the position in the district’s position control system, include the position in the annual budget with a verified funding source, and submit to the monitors for review. - By September 1, 2027, the adoption and initiation of a districtwide K–12 mathematics	

	● by July 31, 2028, adopt K–12 mathematics curriculum and begin to implement the curriculum in phases by grade band with monitoring for fidelity. ● beginning no later than September 1, 2027, create and integrate mathematics AIS (Academic Intervention Services) and enrichment course offerings into the middle school master schedule at each middle school. ● by June 2029, take such actions as are necessary to: ○ increase the percentage of students meeting or exceeding proficiency on State mathematics assessments by a minimum of 7percentage points annually from the 2025–2026 baseline. ○ increase the Regents Mathematics pass rate for ELL students specifically by a minimum of 7 percentage points. ● increase enrollment in advanced mathematics courses at the secondary level by a minimum of 20% from the 2025–2026 baseline. ○ ● align AIS courses with diagnostic data and NYS AIS requirements. ● make enrichment courses available to students demonstrating advanced readiness. ● ensure that both AIS and enrichment courses are scheduled during the regular school day and do not displace core instructional time. ● submit to the monitor's enrollment lists, schedule documentation, and quarterly student progress data. ●	
	IT6: Beginning no later than October 15, 2026, and continuing annually through the 2028–2029 school year, the district shall implement a coherent K–12 science instructional program that addresses persistent and documented science proficiency gaps across all grade levels, with particular attention to the unique language	

	demands of science for the district’s ELL majority population.	
	The K–12 science instructional program shall require: • By March 1, 2027, completion of a districtwide science program audit examining: ○ curriculum alignment to the New York State Science Learning Standards (NYSSLS); ○ laboratory and hands-on investigation access; ○ science teacher certification and content preparation; ○ Regents science pass rates disaggregated by school, ELP level, and disability status; and ○ the scheduling adequacy of science instruction at all grade levels; audit findings shall be submitted to monitors and presented to the board and cabinet. • Completion by December 31, 2026, of a Science Laboratory Access Equity Audit confirming that all students regardless of school, ELP level, or disability status have equitable access to the laboratory investigations required under NYSSLS; schools with identified gaps shall submit a remediation plan to the monitors within 30 days. • Completion by February 25, 2027, of PD for all science teachers in grades 6–12 in science-specific academic language instruction, developing technical vocabulary, discourse patterns, and writing genres specific to science simultaneously with content instruction. • All ELL students enrolled in Regent’s science courses receive integrated language and content support through a co-teaching or sheltered science model; no ELL student at the Entering or the Emerging proficiency level shall be enrolled in a Regents	The district shall provide the monitors: • by December 31, 2026, Science Laboratory Access Equity Audit Report with school-level remediation plans where applicable. • by March 1, 2027, a copy of the districtwide science program audit report that was presented to the board and the cabinet. • science-specific academic language instruction PD attendance records for all science teachers. • Science Acceleration Initiative enrollment lists and quarterly student progress data. • by June 30 each year, a copy of the annual Regents science pass rate targets and progress reports disaggregated by school, ELP level, and subgroups that were presented to the board.

	science course without documented language support in place. • Science Acceleration Initiative for students in grades 8–12 at risk of failing Regent’s science examinations that provides structured intervention aligned to Regent’s content and language demands, with enrollment driven by diagnostic data and updated quarterly. • By August 20 each year, annual science Regents pass rate targets for all students and for ELL students specifically set in partnership with the monitors. • By June 30 each year, annual progress reported to the board and the monitors.	
2026 – 2027	The district shall: • by December 31, 2026, complete the Science Laboratory Access Equity Audit and submit school-level remediation plans for any identified gaps within 30 days. • by March 1, 2027, complete the districtwide science program audit curriculum alignment to NYSSLS, laboratory access, teacher certification, and Regents pass rates disaggregated by school, ELP level, and disability status and present findings to the board, cabinet, and monitors. • by February 25, 2027, deliver professional development for all science teachers in grades 6–12 in science-specific academic language instruction. • launch the Science Acceleration Initiative for students in grades 8–12 at risk of failing, with enrollment driven by diagnostic data and updated quarterly. • by August 20, 2027, set annual science Regents pass rate targets for all students and for ELL students specifically, in partnership with the monitors.	
2027 – 2029	The district shall:	

	• by September 1, 2027, adopt or align K–12 science curriculum to New York State Science Learning Standards (NYSSLS) based on audit recommendations and submit the adopted plan to the monitors. • by June 2029, take such actions as are necessary to: ○ increase Regents science pass rates for all students by a minimum of 10 percentage points annually from the 2025–2026 baseline. ○ increase Regents science pass rates for ELL students specifically by a minimum of 15 percentage points.	
	IT7: 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.	
	The Comprehensive Assessment Program shall require: • by August 30 of each school year, the development of the Comprehensive Assessment Program specifying for every assessment: ○ the name; ○ the target student population including ELP levels and disability status subgroups; ○ the frequency and window of administration; ○ the modality; ○ how data will be used to inform instruction, intervention, and programmatic decisions; ○ the cost and funding source; and ○ the responsible party for data reporting and analysis. • as components in every year:	The district shall present to the monitors: • by August 30 of each school year a board-approved Comprehensive Assessment Program that includes all required components and the ELP assessment system. • by September 30 of each school year, a copy of the Annual Assessment Program Effectiveness Report that was presented to the board. • by December 31, 2026: 1. adopted Data Use Protocol with training completion records for all school leaders and instructional coaches, 2. a copy of the rationalized assessment inventory that has been provided to the board. • data review cycle records at the district, school, and classroom levels demonstrating implementation of the Data Use Protocol. •

	○ a universal academic screening assessment for ELA and mathematics in grades K–12 administered at BOY, MOY, and EOY; ○ the interim ELP assessment system established under IT1; ○ a science assessment aligned to NYSSLS at the elementary and middle school levels; ○ NYSESLAT/WIDA administration and results analysis; ○ all required State assessments with a data use plan for each; and ○ the districtwide writing assessment under IT4. ● by November 2, 2026, adoption of a Data Use Protocol governing how assessment data is analyzed, shared, and acted upon at the district, school, and classroom levels. The protocol shall establish required data review cycles at each level (district: monthly; school: biweekly; classroom: weekly) and required disaggregation by ELP level, disability status, race/ethnicity, grade, and instructional program type. ● by December 31, 2026, presentation to the board and the monitors by the superintendent of a rationalized assessment inventory that eliminates any assessment that cannot be mapped to a specific instructional use within the same school year. ● by September 30 each year, an annual Assessment Program Effectiveness Report was submitted to the board and the monitors evaluating whether the assessment program is producing data that changes instruction, by reducing redundancy and testing burden and accurately tracking progress for ELL students, students with disabilities, and historically underserved subgroups.	
2026 – 2027	The district shall:	

	• by August 30, 2026. develop and adopt the 2026–2027 Comprehensive Assessment Program and integrate ELP interim assessment under IT1. • by November 2, 2026, adopt the Data Use Protocol. • by December 31, 2026, train all school leaders and instructional coaches and present the • rationalized assessment inventory to the board and the monitors.	
2027 – 2029	The district shall: • by August 30 of each school year, maintain and annually update the Comprehensive Assessment Program. • by September 30, 2027, submit the first annual Assessment Program Effectiveness Report, which shall include an assessment of whether integration of ELP and academic assessment data is producing more informed instructional decisions for ELL students. • annually refine the Data Use Protocol and ensure fidelity through coaching logs and walk-through data. •	
	IT8: Beginning no later than November 15, 2026, and continuing annually through 2029, the district leadership shall fully implement and institutionalize a districtwide Multi-Tiered System of Supports (MTSS) framework to ensure that every student performing significantly below grade level receives a structured, data-driven, and adequately resourced intervention response matched to the severity of their student’s academic need.	
	The districtwide MTSS framework shall require: • by November 16, 2026, designation of a full-time District MTSS Coordinator responsible for:	The district shall provide the monitors: • by November 16, 2026, ERCSD MTSS Framework. • by December 21, 2026, and annually by October 31 thereafter, PD attendance records for MTSS training.

	○ maintaining the districtwide MTSS data dashboard; ○ supporting school-based data teams; ○ coordinating with ENL and Special Education departments on ELL-specific MTSS protocols; ○ coordinating with the K-6 Mathematics Oversight position on Tier 2 and Tier 3 math interventions; ○ providing training and coaching to school-based intervention staff; and ○ submitting quarterly MTSS implementation and impact reports to monitors. ● the MTSS Coordinator position documented in the position control system with a verified funding source and submitted to the monitors. ● by October 15 annually, administration of academic screening to all students in grades K–12 with screening results populated in each school’s MTSS data dashboard within five business days and students performing two or more years below grade level automatically flagged for Tier 2 or Tier 3 intervention placement. ● by November 30, 2026, submission to the monitors of a written and adopted MTSS Coordination Protocol specifying working relationships among the District MTSS Coordinator, ENL coordinators, Special Education administrators, principals, and the K-6 Mathematics Oversight position. ● by December 15, 2026, adoption and publication of the ERCSD MTSS Framework, specifying: ○ universal screening criteria and instruments; ○ the definition and criteria for Tier 1, Tier 2, and Tier 3 supports; ○ the intervention menu for each tier and content area, including interventions with evidence of effectiveness for ELL students;	● by March 31 of each year, annual MTSS fidelity assessment, including school-level ratings and required corrective actions. ● at BOY, MOY, and EOY of each school year universal screening results for all students. ● MTSS data dashboards for each school demonstrating tier placement of all students, updated at each screening cycle. ● biweekly ● school-based MTSS data team meeting records submitted to the district MTSS coordinator monthly. ● quarterly MTSS implementation and impact reports, including district-level tier distribution data, progress monitoring results, and fidelity findings. ●
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	○ data team structures and meeting protocols at the school level; ○ decision rules for movement between tiers; and ○ roles and responsibilities of all staff within the MTSS process. ● by December 22, 2026, and repeated annually by October 31, the delivery of targeted PD on MTSS procedures, tiered intervention delivery, and progress monitoring. ● for students identified as three or more years below grade level, Tier 3 intervention that is: ○ delivered by a trained intervention specialist or teacher with ENL certification where applicable; ○ provided in addition to, not in replacement of, grade-level core instruction; ○ structured around an individualized acceleration plan updated at each data review cycle; and ○ subject to bimonthly progress monitoring using curriculum-based measurement tools. ● explicit protocols for ELL students distinguishing between academic difficulty caused by language acquisition stages and academic difficulty caused by learning disabilities. ● no ELL student be referred for special education evaluation without documented evidence that Tier 2 and Tier 3 interventions were implemented with fidelity without adequate progress. ● school-based MTSS data teams meet no less than biweekly, with meeting records submitted to the district MTSS coordinator monthly. ● the superintendent submits a quarterly MTSS implementation and impact report to the monitors including district-level tier distribution data, progress monitoring results, and any schools where MTSS fidelity is insufficient.	
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2026 – 2027	The district shall: • by November 16, 2026, administer universal screening for all students and populate MTSS data dashboards within five business days. • by November 16, 2026, finalize and publish the MTSS Framework and submit to the monitors, • by December 21, 2026, deliver MTSS PD • for all school-based intervention teams and instructional staff. • by January 15, 2027, launch Tier 2 and Tier 3 interventions for all identified students. • by March 31, 2027, submit the first quarterly MTSS implementation and impact report to the monitors.	
2027 – 2029	The district shall: • by March 31 annually, assess MTSS fidelity at all schools using a monitor-approved fidelity rubric and submit findings to the monitors. • take such actions that are necessary to: • reduce the percentage of students performing three or more years below grade level in ELA, mathematics, and science by a minimum of 8 percentage points annually from the 2025–2026 baseline. • track the rate of appropriate special education referrals from MTSS and analyze and report to the monitors annually whether ELL students are being over- or under-referred relative to their academic need.	
	IT11: Beginning no later than October 31, 2026, and continuing annually through the 2028–2029 school year, the district shall implement a comprehensive Secondary School Instructional Transformation initiative.	

	The Secondary School Instructional Transformation initiative shall require: ● A Freshman Success Program at both high schools be implemented that provides every ninth-grade student with: 1. a dedicated ninth-grade counselor or transition coordinator; ○ a credit monitoring system reviewed with each student at least quarterly; ○ early alert protocols triggered when a student fails two or more courses in the first marking period; ○ mandatory tutoring or academic support for students failing one or more courses; and ○ a structured peer mentoring component pairing ninth graders with successful upperclassmen. ● the district takes such actions as necessary to increase the percentage of students successfully transitioning from ninth to tenth grade by 8 percentage points annually from the 2025–2026 baseline, as verified by NYSED. ● a Credit Recovery and Acceleration Program be implemented at every secondary school that: 1. provides structured, academically rigorous credit recovery for students who have failed courses required for graduation; 2. ensures credit recovery requires demonstrated mastery of course standards, not seat-time replacement; 3. includes summer and afterschool credit recovery with qualified instructional staff; 4. tracks credit accumulation status for every student in grades 9–12 on a marking-period basis and provides reports to the monitors quarterly. ● an Advanced Course Access and Equity Initiative be implemented that:	The district shall submit to the monitors: ● Freshman Success Program documentation including counselor assignments, credit monitoring system records, early alert activation logs, and quarterly credit status reports. ● Credit Recovery and Acceleration Program course offerings, enrollment data, mastery verification documentation, and quarterly credit accumulation reports. ● By November 2, 2026, advanced course inventory and equity analysis. ● annual enrollment trend reports disaggregated by ELP level, disability status, and school. ● by September 30 annually, freshman promotion strategy document. ● at the end of each semester, postsecondary partnership agreement and semester participation and pass rate reports. ● by June 30 each year, a copy of the annual 4-year and 5-year graduation rate data disaggregated by ELP level, school, and student subgroups was submitted to the board.
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	1. by November 2, 2026, inventories all advanced, honors, AP, dual enrollment, and CTE course offerings; 2. identifies schools where ELL students, students with disabilities, and academically accelerating students are underrepresented in advanced courses; 3. by January 1, 2027, results in a plan to remove structural barriers to advanced course access be developed and implemented; and 4. results in the district taking such actions as are necessary to increase total enrollment of ELL students in advanced and honors courses by a minimum of 20% annually from the 2025–2026 baseline. ● annually by September 30, the district identifies and begins to implement at least four specific, evidence-based strategies to increase the number of students successfully promoted from freshman to sophomore status based on credits earned and Regent’s examinations passed. ● the identified strategies be presented to the board and the monitors and evaluated for impact at the end of each school year. ● a districtwide Postsecondary Readiness Strategy be implemented in partnership with at least one college or university partner that: 1. increases the number of students successfully completing at least one college-level course before graduation by a minimum of 20 percentage points annually from the 2025–2026 baseline by June 2029. 2. expands access to dual enrollment, AP, and industry credential programs with priority given to	
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	ELL students at Transitioning proficiency level and above; and 3. evaluates partner programs each semester for participation and pass rates, with reports submitted to the monitors at the end of each semester. - no later than June 30, 2027, an Expanded Course Catalogue for Grades 7 and 8, adopted by the board, and updated annually thereafter, be implemented that explicitly documents all course offerings available to students in grades 7 and 8 at each middle school, including core, elective, intervention, enrichment, ENL, and advanced or accelerated options. - the Expanded Course Catalogue be submitted to the monitors for review before publication each year, and any reduction in course offerings from the prior year's catalogue require written justification approved by the superintendent and submitted to the monitors within 30 days.	
2026 – 2027	The district shall: - by October 2026, designate a Secondary Transformation Lead at the cabinet level responsible for coordinating and sequencing all secondary improvement initiatives across IT11, IT12, IT13, IT14, CS3, CS7, and CS8. - by October 31, 2026, develop and submit to the monitors a Secondary Implementation Sequencing Plan assigning each initiative a Tier 1 (immediate), Tier 2 (fall semester), or Tier 3 (end of year) priority, identifying non-negotiable prerequisites for each initiative, establishing school- and district-level ownership, and including a monthly implementation status dashboard accessible to the monitors.	

	• by October 2026 launch the Freshman Success Program at both high schools and establish credit monitoring and early alert systems. • by November 2, 2026, launch Credit Recovery and Acceleration Program at all secondary schools and begin quarterly credit accumulation reporting to the monitors. • by November 2, 2026, complete the advanced course inventory and equity analysis and submit to the monitors. • by September 30, 2026, adopt four freshman promotion strategies and submit to the monitors. • by January 2027 establish postsecondary partnership and begin dual enrollment or college-level course expansion. • effective starting the first marking period of the 2026–2027 school year on a marking period basis, Secondary Directors design and implement a protocol to audit 100 high school student transcripts per marking period for accuracy and alignment to the ERCSD Secondary Course Catalogue and NYSED graduation requirements. • within 30 days of each marking period audit cycle, findings of the transcript audit be submitted to the superintendent and the monitors.	
2027 – 2029	The district shall implement such steps as are necessary to: • increase the 4-year graduation rate for all students by a minimum of 5 percentage points annually from the 2025–2026 baseline. • increase the 4-year graduation rate for ELL students specifically by a minimum of 8 percentage points annually, narrowing the gap between ELL and districtwide graduation rates. • increase the percentage of students earning at least one advanced or college-level course credit before	

	graduation by 20 percentage points from the 2025–2026 baseline by June 2029. ● reduce the percentage of students entering 10th grade with fewer than 10 credits to no more than 10% by June 2029.	
	IT12: Beginning no later than October 1, 2026, and continuing annually through the 2028–2029 school year, the district shall use master scheduling at both the elementary and secondary levels as one of the primary means of promoting instructional equity.	
	The master scheduling accountability system shall require that: ● by November 2, of each school year two master scheduling calendars, one elementary and one secondary, be established that specify all action steps, responsible parties, and required board actions, and includes the requirement that schedule builds are reviewed against Part 154 ENL unit of study requirements, IEP service mandates, and intervention placement needs before any schedule is finalized. ● by June 20 of each school year, all students shall be fully scheduled. ● all master schedules be reviewed by the district’s ENL and Special Education administrators before implementation to confirm that: ○ every ELL student is receiving the minimum Part 154 ENL instructional minutes required for their proficiency level; ○ every student with a disability receives all services specified in their current IEP; and ○ no student’s required ENL or special education services are being provided during core instructional time in a way that causes the student	The district shall submit to the monitors: ● by November 2 each year, an Annual Master Schedule Equity Review report with school-level findings and any corrective schedule documentation. ● by November 2, annually elementary and secondary master scheduling calendars. ● by November 2, annually, a post-implementation scheduling compliance report confirming 100% student scheduling completion and zero Part 154 or IEP service violations. ● by January 10, 2027, a Master Scheduling User’s Guide, which shall be updated annually. ● Before implementation of any school master calendar, evidence of ENL, Special Education, and the associate superintendent sign off confirming Part 154 compliance and IEP service fidelity.

	to miss grade-level ELA, mathematics, or science instruction. - by November 2 the district conducts and submits to the monitors an annual Master Schedule Equity Review confirming that: - ELL students are not disproportionately scheduled into lower-track or non-Regents course sequences; - students with disabilities where their IEPs permit have access to the same range of course offerings as their non-disabled peers; and - no school has a master schedule resulting in any student group receiving systematically less instructional time in core content areas. - for any school where an inequity in scheduling is identified, the principal submits a corrective schedule within 10 business days. - by November 2 of each school year, the school district submitted to the monitors a post-implementation scheduling compliance report confirming that 100% of students were fully scheduled before the first day of instruction and that all Part 154 and IEP requirements were met. - annually, the district review and update a Master Scheduling User's Guide that is integrated with the User's Manual under TL8 and provides all school leaders with explicit guidance and PD on building school schedules that prioritize instructional rigor, equity, ENL compliance, IEP service fidelity, and intervention access.	
2026 -2027	The district shall: - by November 2, 2026, conduct the first Master Schedule Equity Review and submit findings and any corrective actions to the monitors. - by November 2, 2026, establish and submit to the monitors an elementary and secondary master scheduling calendars.	

	● by January 10, 2027, develop a Master Scheduling User’s Guide, distribute it to all school leaders, and submit it to the monitors. ● by June 2027, take such action as is necessary to reduce to and maintain at zero through the 2028–2029 school year the number of students with disabilities whose IEP services are not reflected in the implemented master schedule. ● by June 2027, take such action as is necessary to reduce to and maintain at zero through the 2028–2029 school year the number of ELL students in any school receiving fewer than required Part 154 ENL units of study.	
2027 – 2029	The district shall: ● by August 31 each year, submit the master schedule equity review report to the monitors. ● by November 2, each year, submit the annual master scheduling calendar to the monitors. ● by June 2027, take such action as is necessary to reduce to and maintain at zero through the 2028–2029 school year the number of ELL students in any school receiving fewer than required Part 154 ENL units of study. ● by June 2027, take such action as is necessary to reduce to and maintain at zero through the 2028–2029 school year the number of students with disabilities whose IEP services are not reflected in the implemented master schedule. ● by June 2028, expand the equity review to include analysis of teacher assignment patterns to ensure that ELL students and students with the highest academic need are not systematically assigned to the least experienced or least certified teachers.	

	IT13: Beginning no later than December 31, 2026, and continuing annually through the 2028-2029 school year, the district shall develop, publish, and annually update a student- and family-facing Secondary Course of Studies that serves as the primary public document through which students and families navigate secondary course offerings, graduation pathways, Regents examination requirements, advanced course options, and postsecondary readiness opportunities for students in grades 7 through 12.	
	The Secondary Course of Studies shall require: • Completion and submission to the monitors annually by December 31 of each school year, with monitor review for completeness, accuracy, and accessibility before publication. • Translation into Spanish and Haitian Creole at minimum, with additional languages available upon request and the translated versions posted alongside the English version on all school and district websites. • Publication at the start of each school year in digital and print formats accessible on all school websites and documented distribution to all secondary students and families. • Explicit sections covering ELL course pathways from each proficiency level through graduation, including the dual language, integrated ENL, and Regents pathways available to students at each stage of English language development. • The Course of Studies makes clear to families what courses are available at each proficiency level, what supports are available to access advanced courses, and what the expected timeline is for students to move from Entering proficiency through graduation. • Explicit coverage of all advanced, honors, AP, dual enrollment, and CTE options, with the prerequisites,	The district shall provide the monitors: • by December 31 annually, the Secondary Course of Studies for monitor confirmation of completeness, accuracy, and accessibility before publication. • translated versions in Spanish, Haitian Creole, and any additional required languages published on all school and district websites and in print. • documentation of the distribution log confirming receipt by all secondary students and families at the start of each school year. • by February 28 annually, the submission to the monitors of counselor training attendance records. • by June 30 of each school year, an annual analysis of the relationship between the Course of Studies publication and ELL enrollment trends in advanced and honors courses,

	support structures, and enrollment procedures available to access them. • The Course of Studies does not present advanced courses as selective or restricted but as available to all students with the appropriate support in place. • A graduation requirements matrix disaggregated by diploma type :Regents, Regents with Advanced Designation, Local Diploma, Skills and Achievement Commencement Credential — with clear notation of which requirements apply to ELL students under the applicable Commissioner’s regulations • By October 31 of each school year, training shall be completed for all secondary counselors on using the Course of Studies as an equity-based advising tool, with particular attention to advising ELL students and their families.	
2026 – 2027	The district shall: • by February 15, 2027, deliver the first annual counselor training on equity-based advising using the Course of Studies and document the attendance of all counselors. • by December 31, 2026, develop the first edition of the Secondary Course of Studies and submit to the monitors for review before publication. • by January 31, 2027, translate the Course of Studies into Spanish and Haitian Creole; publish the Course of Studies digitally and in print and distribute to all secondary students and families; and provide the monitors with a distribution log. •	
2027 – 2029	The district shall: • by December 31 annually, update and submit the Course of Studies to the monitors. • by January 31 annually, publish translated versions of the Course of Studies.	

	● assess annually whether the Course of Studies is resulting in measurable increases in ELL student enrollment in advanced and honors courses and report findings to the monitors. ● expand language availability beyond Spanish and Haitian Creole as warranted by shifts in the district’s home language demographics.	
	IT14: Grading, retention, and promotion policies with accompanying guidelines for districtwide implementation shall be presented to the board for approval and implementation for the 2027–2028 school year. The superintendent and Secondary Content Directors shall develop: ● draft policies covering grading standards and procedures for all grade levels, in alignment with NY Inspires ● criteria and procedures for student retention at each grade level; ● criteria and procedures for student promotion, including promotion requirements for students with disabilities and ELL students; and ● districtwide implementation guidelines ensuring consistent application across all schools. No later than January 31, 2027, and prior to presentation to the board, the district shall submit the draft to monitors for review.	The district shall provide the monitors: ● by January 31, 2027, draft grading, retention, and promotion policies. ● board adoption resolution and adopted policies with accompanying districtwide implementation guidelines. ● documentation of distribution of policies and guidelines to all schools and relevant staff prior to the start of the 2027–2028 school year.
2026 -2027	The district shall: ● by October 31, 2026, convene the superintendent and Secondary Content Directors to begin drafting grading, retention, and promotion policies. ● by January 31, 2027, submit draft policies to the monitors for review. ● By March 31, 2027, present finalized policies to the board for adoption.	

	by August 2, 2027, distribute adopted policies and accompanying districtwide implementation guidelines to all schools and relevant staff for implementation in the 2027–2028 school year.	
	IT14a: Beginning no later than November 2, 2026, and continuing annually through the 2028–2029 school year, the district and school leadership shall systematically audit, expand, and restructure its Career and Technical Education (CTE) programs to ensure that every high school student, including the district’s ELL majority, has access to rigorous, industry-aligned CTE coursework that supports graduation, credential attainment, and postsecondary readiness.	
	The CTE audit, expansion, and ELL pathway integration system shall require that: - by November 2, 2026, the district establishes a district/school CTE Committee that reports to district leadership and the monitors and is charged with: - completing the CTE audit; - developing the expansion plan; - establishing and deepening employer and postsecondary partnerships; and - reporting quarterly progress to the superintendent and the monitors beginning November 2026. - by March 31, 2027, a comprehensive CTE Audit be completed, submitted to the monitors, and presented to the board and the cabinet that examines: - enrollment trends disaggregated by ELP level, disability status, grade, and school; - credential attainment rates;	The district shall submit to the monitors: - beginning November 2026, CTE Committee membership list, charge document, and quarterly progress reports. - by March 31, 2027, a copy of the comprehensive CTE Audit report that was presented to the board and the cabinet. - by spring 2027 executed MOUs with employer, union, and postsecondary partners. - by June 2027, board-adopted CTE Expansion Plan, including school-by-school implementation timeline, budget, and student recruitment strategy. - by June 30, 2027, documentation of language-integrated CTE pathway design at each high school, including ENL collaboration records and CTE teacher PD attendance - by June 30 each year, a copy of the annual CTE enrollment data disaggregated by ELP level, school,

	3. course quality and industry alignment; 4. student outcome data; 5. the degree to which current CTE offerings are accessible to and enrolled by ELL students; and 6. existing employer, union, and postsecondary partnerships. • by spring 2027, partnership MOUs with local employers, unions, and postsecondary institutions be executed that include work-based learning, dual enrollment, and internship and apprenticeship opportunities with priority given to partnerships in sectors aligned to the home community and postsecondary aspirations of the district’s predominantly ELL and immigrant student population. • by June 2027, the CTE Expansion Plan be adopted by the board and new or expanded CTE programs at each high school be implemented beginning September 2027 that include: 1. a school-by-school implementation timeline; 2. staffing and facility requirements; 3. budget and fund source; 4. the evidence base for selected programs; and 5. a student recruitment strategy targeting ELL students explicitly. • at least one CTE pathway per high school be implemented that integrates language development supports that enable ELL students at the Transitioning proficiency level and above to participate fully and earn industry credentials. • the language-integrated CTE pathway shall be designed in collaboration with the district’s ENL department and be embedded in the Annual Professional Learning Plan as a PD priority for CTE teachers who serve ELL students.	and program and with year-over-year comparison to baseline that was submitted to the board. • by June 30 each year, a copy of the annual credential attainment rate data disaggregated by ELP level and school that was submitted to the board.
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	the district takes such action as is necessary to increase overall CTE enrollment by a minimum of 10 percentage points annually from the 2025–2026 baseline, with a specific sub-target of increasing ELL enrollment in CTE courses by 15 percentage points from baseline by June 2029.	
2026 – 2027	The district shall: - by November 2, 2026, establish the CTE Committee and begin quarterly reporting to the monitors. - by March 31, 2027, complete the CTE Audit and present findings to the board, the cabinet, and the monitors. - by spring 2027, execute partnership MOUs with local employers, unions, and postsecondary institutions. - by June 2027, adopt board-approved CTE Expansion Plan and submit to the monitors.	
2027 – 2029	The district shall: - beginning September 2027, implement new or expanded CTE programs at each high school in accordance with the board-adopted plan. - launch language-integrated CTE pathways at each high school and embed ENL support structures and PD for CTE teachers. - by June 2029, take such action as necessary to increase overall CTE enrollment by 10 percentage points annually and ELL CTE enrollment by 15 percentage points from the 2025–2026 baseline. - report annually to the board and the monitors on CTE credential attainment rates disaggregated by ELP level, school, and program.	
	IT15: Effective no later than November 2, 2026, and continuing annually through the 2028–2029 school year,	

	the district leadership shall establish, sustain, and continuously improve PreK programming in district schools as a foundational component of the district’s instructional improvement strategy. The district shall ensure that every PreK program operates with high-quality, evidence-based instructional practices aligned to the Science of Reading and early numeracy development, and that PreK programs serve as the primary entry point for identifying and supporting children with disabilities, emerging ELLs, and students from historically underserved communities before they reach kindergarten.	
	The PreK Programming Continuity and Quality System shall require: • By November 2, 2026, full implementation of family engagement and transition protocols connecting PreK families to kindergarten registration, ELL identification, and special education Child Find processes. • By November 2, 2026, updated annually, a complete inventory of all PreK programs operating in or funded by the district submitted to the monitors, that specifies for each program: ○ the school or site location; ○ enrollment by ELP level, disability status, home language, and income eligibility; ○ funding source; ○ instructional model; ○ credentialing of lead teachers and aides; and ○ current evidence of child outcome data. • A written PreK Quality Standards Framework, adopted by the board no later than March 1, 2027, specifying the non-negotiable instructional, staffing, physical environment, and family engagement standards that every district PreK program shall meet.. • The Framework should be aligned to the New York State Prekindergarten Learning Standards and to the	The district shall submit to the monitors: • by November 2, 2026, documentation of family engagement and PreK-to-kindergarten transition protocols fully implemented. • by March 1, 2027, board-adopted PreK Quality Standards Framework. • by May 31 of each school year, a copy of the annual PreK program quality assessment reports with corrective action plans for any program rated below standard that was presented to the board. • by June 30, 2027, board-adopted PreK Expansion Plan with school-by-school timeline and funding plan.

	district’s K–12 literacy and mathematics instructional priorities. ● By May 31 each school year, completion of an annual PreK Program quality assessment conducted using a monitor – approved observation and evaluation tool that contains school- level findings that has been presented to the board. ● Any program rated below standard submit a corrective action plan within 45 days. ● By October 30 of each school year, completion of an annual PreK Enrollment and Access Report, documenting enrollment capacity, actual enrollment, waitlist data, and any schools or communities in the district that lack adequate PreK access. ● By June 30, 2027, a phased PreK Expansion Plan that establishes a school-by-school timeline for expanding PreK seats to serve all income-eligible four-year-olds in the district whose families seek enrollment ● .	
2026 – 2027	The district shall: ● by November 2, 2026, implement family engagement and PreK-to-kindergarten transition protocols. ● by November 2, 2026, submit complete PreK program inventory to the monitors. ● by October 30, 2026, produce the first PreK Enrollment and Access Report. ● by March 1, 2027, adopt board-approved PreK Quality Standards Framework and submit to the monitors. ● by May 31, 2027, conduct first annual PreK program quality assessments using a monitor-approved tool and submit ● findings to the monitors. ● by June 30, 2027, develop board	

	• -adopted PreK Expansion Plan and submit to the monitors with school-by-school timeline and funding sources.	
2027 – 2029	The district shall: • beginning September 2027, implement the PreK Expansion Plan. • report annually to the board and the monitors on enrollment progress toward serving all income-eligible four-year-olds. • by May 31 of each school year, conduct annual PreK quality assessments and submit findings and corrective action plans to the monitors. • by June 30 of each school year, present an annual PreK Impact Report to the board and the monitors documenting kindergarten readiness data, enrollment trends, quality assessment results, and the relationship between PreK participation and early literacy and numeracy outcomes in grades K through 2. • assess whether PreK program quality improvements are producing measurable reductions in the percentage of students entering kindergarten significantly below grade-level benchmarks.	
	IT16: Effective no later than November 2, 2026, the superintendent shall convene the Framework Development Committee and develop a monitor-approved Bridge Instructional Standards Document covering core ELL instruction expectations, Tier 1 differentiation, and data-responsive teaching to serve as the operational instructional standard for all coaching, walk-throughs, and school support visits in the 2026-2027 school year until the full Framework is adopted. No later than January 31, 2027, (accelerated from March 1), and continuing annually through the 2028–2029 school year, district leadership shall develop, formally adopt, and actively implement a	

	written Districtwide Instructional Framework that defines the non-negotiable expectations for high-quality teaching and learning in every classroom, at every grade level, and across every content area in the ERCSD.	
	The Districtwide Instructional Framework development and implementation system shall require: ● by November 2, 2026, the superintendent convenes a Framework Development Committee composed of instructional leaders, classroom teachers, ENL and special education specialists, and at least one external instructional expert with demonstrated experience in high-performing, high-need districts serving multilingual learners; ● by January 31, 2027, the Committee develop a draft Framework for monitor review before board adoption; ● the Framework address, at minimum: ○ the core principles of effective instruction that apply across all content areas and grade levels; ○ specific instructional expectations for teaching ELL students at each proficiency level within content classrooms; ○ differentiation and scaffolding expectations for students with disabilities; ○ the role of student discourse, academic language development, and writing within instruction across content areas; ○ expectations for the use of data to adjust instruction within and between lessons; and ○ alignment to the Science of Reading and evidence-based mathematics instruction at applicable grade levels. ● by March 1, 2027, board adoption of the Instructional Framework.	The district shall provide the monitors: ● by November 2, 2026, Framework Development Committee membership list and duties. ● by January 31, 2027, draft Instructional Framework for monitor review. ● by March 1, 2027, board adoption resolution and adopted Framework. ● by April 1, 2027, distribution records confirm that all instructional staff and building leaders received the adopted Framework. ● by September 1, 2027, documentation of alignment between the Instructional Framework and all coaching tools, walk-through protocols, teacher evaluation rubrics, and curriculum vetting criteria. ● by June 30 of each school year beginning with the 2027–2028 school year, copies of the annual Instructional Framework Fidelity Reports submitted to the board. ● by August 21, 2028, of each subsequent school year, updated Framework and changed log.

	● by April 1, 2027, submission of the adopted Framework to the monitors and distribution to all instructional staff and school leaders. ● beginning in the 2027–2028 school year, the explicit alignment of all instructional coaching, classroom walk-through tools, teacher evaluation rubrics, curriculum vetting processes, and PD planning s to the adopted Framework. ● by June 30 of each school year beginning in the 2027–2028 school year, an annual Instructional Framework Fidelity Report, be submitted to the board and the monitors, that documents: ○ the percentage of classrooms demonstrating alignment to Framework expectations based on walk-through and observation data; and ○ PD activities delivered in alignment to Framework priorities and evidence of Framework integration in teacher evaluation feedback.	
2026 – 2027	The district shall: ● by November 2, 2026, convene the Framework Development Committee and submit ● membership list and duties to the monitors. ● by January 31, 2027, complete draft Instructional Framework and submit it to the monitors for review. ● by March 1, 2027, present Framework to the board for adoption; ● by April 1, 2027, distribute the Framework to all instructional staff and school leaders. ● by September 1, 2027, align all coaching tools, walk-through protocols, and teacher evaluation rubrics to the adopted Framework and submit ● documentation of alignment to the monitors.	

2027 – 2029	The district shall: ● beginning September 2027, fully implement the Instructional Framework across all classrooms and content areas. ● by June 30 of each school year, submit annual Instructional Framework Fidelity Reports to the board and the monitors documenting walk-through alignment data, coaching focus alignment, and integration in teacher evaluation feedback. ● by August 20 of each school year, refine the Framework based on fidelity data, monitor feedback, and student outcome trends and submit updated Framework and change logs to the monitors. ● assess whether Framework implementation is producing measurable improvements in instructional quality as evidenced by walk-through data, student engagement indicators, and student achievement results. ● present findings in the annual Fidelity Report. ● integrate Framework alignment as an explicit criterion in curriculum vetting, new teacher induction, and principal evaluation processes.	
	IT17: Beginning no later than December 1, 2026, and continuing annually through the 2028–2029 school year, district leadership shall establish new organizational structures in the areas of guidance to ensure a clear delineation of roles and responsibilities for middle school and high school personnel in the following functions: scheduling, grading, course development and approval, instructional leadership, student assessment and testing, and communication between district-level and school-level personnel. Written role and responsibility documents shall	The district shall submit to the monitors: ● written guidance role and responsibility documents for middle and high school covering scheduling, grading, course development and approval, leadership, testing, and district-to-school communication. ● evidence of the distribution of the documents to all relevant staff.

	be adopted, distributed to all relevant staff, and submitted to the monitors.	
2026 – 2027	The district shall: • adopt written role and responsibility documents for all guidance functions at the middle school and high school levels that address scheduling, grading, course development and approval, instructional leadership, testing, and district-to-school communication. • no later than December 31, 2026, distribute the documents to all relevant staff and submit them to the monitors. • by February 25, 2027, train all middle school and high school guidance, administrative, and district-level staff on the new structure and their delineated roles; document training completion; and submit evidence to the monitors. • by April 30, 2027, conduct an end of year review, assessing whether the new structure is being implemented with fidelity and submit findings and any corrective actions to the superintendent and the monitors. • effective August 10, 2027, have developed by the Assistant Superintendent for Teaching and Learning and the Associate Superintendent, a protocol for decision making in the areas of course scheduling, course development, and course approval and submit the completed protocol to the superintendent and the monitors for review before implementation.	
2027 – 2029	The district shall: • beginning September 2027, and annually thereafter, review and update the guidance role and responsibility documents based on midyear review findings, staffing changes, and emerging district needs; and submit any revised documents to the superintendent and the monitors.	

	• by October 31 of each year, deliver refresher training on the delineated guidance roles and responsibilities and the course scheduling, development, and approval protocol to all middle school and high school guidance, administrative, and district-level staff, including any newly hired or reassigned personnel; and submit evidence of completion to the monitors. • by April 30 of each year, conduct an annual fidelity review assessing whether the organizational structure and decision-making protocol continue to be implemented consistently across all middle and high schools; and submit findings and any corrective actions to the superintendent and the monitors. • annually, refine the course scheduling, course development, and course approval protocol based on monitor feedback, midyear and annual review findings, and audit results under IT12 and IT18; resubmit the updated protocol to the superintendent and the monitors. • by June 30 of each year, assess whether the clarified organizational structure is producing measurable improvement in decision-making timeliness and reductions in role-clarity disputes or escalations, and incorporate findings into the annual review of the Secondary Course of Studies under IT13.	
	IT18: Beginning no later than the 2026–2027 school year and continuing annually through 2029, district and school leadership shall develop and finalize master schedules for teachers and students at every school that, at minimum, meet all applicable New York State instructional time requirements, including general education instructional minutes by grade level and subject area, English as a New Language units of study for every identified English Language Learner under Commissioner's Regulations Part 154, and special education service minutes mandated	

	under Commissioner's Regulations Part 200 for every student with an IEP.	
	System Requires: ● Master schedule shall be finalized and put into effect only after compliance with these minimum instructional requirements has been verified in writing by the district's ENL and Special Education administrators. ● Any school schedule found to fall below time requirements for any student or student group shall be corrected before that schedule takes effect. ● Any deficiency identified after a schedule has already gone into effect shall be remediated within five business days of discovery. ● Any deficiency that cannot be corrected within five business days, along with the reason for the delay and the district's remediation timeline, shall be shared in writing with the monitors within 10 days of discovery. ● This verification and audit process shall be conducted in coordination with, and shall inform, the Master Schedule Equity Review established under IT12.	● Annual written verification from the district's ENL and Special Education administrators confirming instructional-time compliance for every school master schedule prior to implementation. ● A school-by-school instructional time audit conducted before each school year begins. ● Documentation of any identified deficiencies, including the corrective action taken and the date resolved. ● Written notification within 10 days of discovery for any deficiency not resolved within five business days. ● Prior to the first day of instruction, annually, superintendent-signed certification, attesting that every school's master schedule meets or exceeds all applicable state instructional time requirements.
2026 – 2027	● Conduct the first Instructional Time Audit for every school before finalizing the 2026–2027 master schedules; complete ENL and Special Education administrator sign-off for all schools by August 31, 2026. ● Submit the first Superintendent-signed Instructional Time Compliance Certification to monitors before the first day of instruction, September 2026. ● Remediate and re-verify any identified deficiencies within five business days throughout the school year as they arise; notify monitors in writing within 10 days of discovery for any deficiency not resolved within that window.	

	● Reduce identified instructional-time deficiencies to zero at the point of schedule finalization, by June 2027, and sustain that standard through 2029.	
2027 – 2029	● Maintain the annual Instructional Time Audit and Certification cycle without interruption, completing each year's audit and administrator sign-off before schedules are finalized and the Certification before the first day of instruction. ● Incorporate instructional-time compliance trend data into the annual Master Schedule Equity Review under IT12.	
	IT19: Effective no later than November 2, 2026, and continuing annually through 2029, through the Office of Teaching and Learning, the district leadership shall establish and maintain consistent districtwide practices for the use of the district's single authoritative data platform to support instructional leadership, curriculum implementation, assessment analysis, intervention planning, and continuous school improvement. Central Office instructional leaders and building administrators shall engage in structured, recurring data review cycles aligned to and integrated with the Data Use Protocol established under IT7 and the MTSS data dashboard established under IT8 to identify trends, monitor student progress, evaluate instructional and curricular effectiveness, and inform decisions that strengthen teaching and learning across all schools.	
	System Requires: ● Designation of an EduClimber District Administrator within the Office of Teaching and Learning, who is responsible for platform governance, user access management, data integration from the Comprehensive Assessment Program (IT7) and MTSS system (IT8), and training.	● EduClimber Data Governance Protocol. ● Training completion records for all required staff. ● Monthly (district), biweekly (school), and weekly (classroom) data review cycle logs. ● Documentation showing EduClimber data fused for IT7 and IT8 reporting.

	● A written EduClimber Data Governance Protocol, adopted by the superintendent and submitted to monitors, specifying which data sets are loaded (assessment, attendance, discipline, MTSS tier placement, ELP levels); user access tiers for Central Office, school administrators, and instructional coaches; and update frequency for each data set. ● Structured data review cycles conducted in EduClimber at each level, consistent with the IT7 cadence: district-level review monthly by Central Office instructional leaders; school-level review biweekly by school administrators and instructional coaches; classroom-level review weekly by teachers and coaches. ● Each building administrator maintains a documented EduClimber-based School Data Review Log, capturing key findings and resulting instructional or intervention decisions from each cycle. ● Integration of EduClimber-generated reports as the standing data source for the quarterly MTSS implementation reports (IT8), the Comprehensive Assessment Program's Assessment Program Effectiveness Report (IT7), and monthly cabinet reviews (TL1).	
2026 – 2027	● By November 2, 2026, designate the EduClimber District Administrator and adopt the Data Governance Protocol; and submit evidence of task completion to monitors. ● By December 15, 2026, complete initial training for all Central Office instructional leaders and school administrators. ● By January 15, 2027, launch monthly district-level and biweekly school-level data review cycles. ● By March 31, 2027, integrate EduClimber reporting into the first quarterly MTSS report and cabinet review cycle.	

2027 – 2029	● Maintain monthly, biweekly, and weekly data review cycles without interruption. ● By September 30 annually, deliver refresher training and update the Data Governance Protocol based on monitor feedback. ● Annually assess whether EduClimber-informed data review is producing measurable improvement in instructional responsiveness and intervention timeliness, with findings incorporated into the Annual Assessment Program Effectiveness Report (IT7).	
Culture Shift		
Goals: Goal 1: By June 30, 2027, the district shall report the reconciled 2025–2026 baseline chronic absenteeism rate, districtwide and at the secondary level, certified by NYSDE, against which progress under this goal shall be measured. Reduce chronic absenteeism across the district by 12 percentage points by June 2029, consistent with CS1’s targets, including a minimum 8 percentage point annual reduction at the secondary level. Goal 2: Achieve Measurable, Sustained School Climate Improvement at Every ERCSD School by June 2029. Goal 3: Establish Functioning, Linguistically Accessible Family Engagement Infrastructure at Every ERCSD School by June 2029. Goal 4: Accelerate Graduation Outcomes and Redesign the Secondary Experience: Increase the 4-Year Graduation Rate for All Students by a Minimum of 4		

Percentage Points Annually from the 2025–2026 Baseline, Consistent with IT11 Targets; Increase the 4-Year Graduation Rate for ELL Students Specifically by 6 Percentage Points Annually, as Specified in IT11; and Launch the High School Redesign Plan and Twilight Program by September 2027. Goal 5: Have 100% of ERCSD Schools with a Functioning and Fully Staffed PTA that Regularly Participates in the superintendent's PTA Advisory Council.		
	CS1: Effective no later than December 1, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall implement a comprehensive, data-driven, and accountable chronic absenteeism prevention and intervention system that achieves a below State average districtwide chronic absenteeism rate.	
	The chronic absenteeism prevention and intervention system shall require: - by October 30, 2026, each school document and submit to the monitors evidence that the school has designated an <i>Attendance Success Coordinator</i> responsible for maintaining the school-level attendance data dashboard, coordinating tier transitions, conducting outreach to families, and reporting monthly attendance data to the principal and the district. - by December 31, 2026, the district conducts a districtwide Chronic Absenteeism Root Cause Analysis that examines at the school and grade level the primary reasons students are absent, with specific focus on whether the highest-absenteeism schools	The district shall submit to the monitors: - by October 30, 2026, Attendance Success Coordinator designations for all schools. - by October 30, 2026, evidence that the attendance Data Dashboard has been established, is accessible to the monitors, and updated no less than weekly. - by December 31, 2026, copies of the completed Chronic Absenteeism Root Cause Analysis were presented to the board, and the cabinet. - by January 15, 2027, evidence of an adopted tiered attendance intervention system. - by February 1, 2027, training completion documentation for all Attendance Success Coordinators, counselors, and school leaders.

	share identifiable structural conditions that the district can change. ● the Root Cause Analysis be submitted to the monitors and presented to the board and the cabinet before any school-level intervention plans are finalized. ● by January 15, 2027, adoption of a tiered attendance intervention system that applies a structured, differentiated response based on the State levels of each student’s absence designation. ● lower-tier interventions were implemented and found insufficient before a student is moved to a higher tier of intervention. ● establish and maintain a real-time Attendance Data Dashboard, accessible to the superintendent, the cabinet, school leaders, and the monitors on a continuous basis that displays for each school: ○ daily, weekly, and cumulative attendance rates; ○ the percentage of students in each attendance level; ○ the number of students with active attendance support plans; and ○ trend data compared to the prior year, including the percentage of teachers taking attendance daily ● the Dashboard be updated no less frequently than weekly. ● by the 25th of each month, the superintendent submit a monthly Attendance Status Report to the monitors, identifying: ○ the current districtwide and school-level chronic absenteeism rates; ○ the number of students at each attendance level;	● by March 1, 2027, executed community partnership agreements. ● by the 25th of each month, monthly Attendance Status Reports including school-level rates, tier distribution, and intervention completion rates. ● by June 30 of each school year, copies of the ● Annual Chronic Absenteeism Impact Report submitted to the board.
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	○ the completion rate for required outreach and intervention at each tier; and ○ any school whose chronic absenteeism rate has increased from the prior month, with an explanation and corrective response. ● by March 1, 2027, the district executed and submit to the monitors partnership agreements with community-based organizations, social service agencies, and faith communities to address the non-school barriers to attendance identified in the Root Cause Analysis. The agreements shall document the nature and scope of each organization’s role, which may include addressing housing instability, food insecurity, transportation, and documentation-related fears.	
2026- 2027	The district shall: ● by October 30, 2026, designate Attendance Success Coordinators at all schools and establish the Attendance Data Dashboard. ● by October 30, 2026, submit the first monthly Attendance Status Report to the monitors. ● by December 31, 2026, complete the Root Cause Analysis and present findings to the board and the monitors before finalizing school-level intervention plans. ● by January 15, 2027, expand the tiered attendance intervention system. ● by February 1, 2027, train all Attendance Success Coordinators, counselors, and school leaders on protocols. ● by March 1, 2027, execute community partnership agreements and begin integrated outreach to severely chronically absent students. ●	

2027 – 2029	The district shall • by June 2027, take such actions as are necessary to achieve a minimum 4 percentage point annual reduction in districtwide chronic absenteeism from the 2025–2026 baseline, certified by NYSED, and achieve a minimum 8 percentage point annual reduction at the secondary level. • by June 2028, eliminate approaches that are not producing attendance improvement. • annually, refine the tiered intervention system based on the Root Cause Analysis, outreach data, and outcome evidence. • by June 30 of each school year, present an annual Chronic Absenteeism Impact Report to the board and the monitors documenting school-level and subgroup-level attendance trends, tier distribution, intervention completion rates, and the relationship between attendance and student academic outcomes. • disaggregate chronic absenteeism data by ELP level and home language in all monthly and annual reports and assess whether immigrant families and ELL students face specific barriers that require targeted response beyond the universal tiered system.	
	CS2: Beginning no later than October 31, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall implement a comprehensive school climate survey system administered to students, staff, and families at every school, producing for the first time a systematic, evidence-based understanding of the conditions in each school that support or undermine student engagement, attendance, and academic achievement.	
	The school climate survey system shall require:	The district shall submit to the monitors:

	the annual administration of a monitor-approved, research-validated school climate survey instrument to students, staff, and families that measure, at minimum: ○ student sense of belonging, safety, and connectedness to caring adults; ○ perceptions of academic challenge and support; ○ family sense of welcome, communication accessibility, and trust in the school; ○ staff perceptions of school leadership, professional culture, and safety; and for student and family surveys, disaggregation by ELP level, home language, grade level, disability status, and race/ethnicity. ● the student and family survey instruments are fully translated into Spanish and Haitian Creole at minimum, with additional languages available upon request. ● family surveys are available in digital and print formats, with trained bilingual facilitators available to support completion in person at school-based events. ● by November 30 of each school year, completion of the annual survey administration districtwide, with a target response rate of no fewer than 60% of students, 70% of staff, and 40% of families at each school. ● within 30 days of failing to meet the minimum response rate thresholds, submission to the monitors of a school-developed response rate improvement plan.. ● within 30 days of data collection completion, each school receives a School Climate Report produced by the district and submitted to the school leader and the monitors, presenting school-level results disaggregated by all available subgroups and benchmarked against districtwide averages.	● by October 30, 2026, monitor-approved school climate survey instrument documentation. ● by December 31 of each school year, districtwide survey administration records including school-level response rates. ● within 30 days of data completion, copies of School Climate Reports for all schools submitted to school leaders. ● within 60 days of administration, documentation of school-level climate results shared with staff and families in translated formats. ● within 60 days of report receipt, copies of School Climate Action Plans for all schools submitted to the superintendent. ● midyear and end-of-year progress updates. ● by February 25 of each school year, copies of annual Districtwide School Climate Analysis Reports submitted to the board. ● documentation of integration of climate results in quarterly school leader performance reviews under TL10.
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	● within 60 days after administration results shared with school staff and families in accessible formats and in translation. ● within 60 days of receiving their School Climate Report, the development by each school leader develops a School Climate Action Plan identifying: ○ the three highest-priority climate conditions requiring improvement, ○ the specific evidence-based strategies to be implemented, the responsible parties, ○ the implementation timeline, and the metrics by which progress will be assessed at the midyear and end-of-year. ● Submission of the Action Plan is submitted to the superintendent and the monitors and presented to the school community in translation. ● by March 15 of each school year, submission of an annual Districtwide School Climate Analysis Report will be submitted to the board and the monitors synthesizing school-level findings, identifying patterns across schools and subgroups, and making specific recommendations for district-level policy or programmatic responses to the highest-priority climate conditions identified.	
2026 - 2027	The district shall: ● by October 30, 2026, adopt a monitor-approved school climate survey instrument and complete translations and accessibility preparations. ● by November 30, 2026, administer surveys districtwide and achieve minimum response rate thresholds at all schools.	

	• by December 31, 2026, produce and distribute School Climate Reports to all school leaders and the monitors. • by February 25, 2027, require all building leaders to complete and submit School Climate Action Plans. • by February 25, 2027, produce and submit Districtwide School Climate Analysis Report to the board and the monitors.	
2027 – 2029	The district shall: • by November 30 each year, administer the annual surveys. • by December 31 each year, produce annual School Climate Reports. • by February 25 annually, produce Districtwide Analysis that assesses year-over-year trend data for all schools and identifies schools demonstrating sustained improvement and schools where climate conditions are not improving despite Action Plan implementation. • for schools with flat or declining climate scores in two or more consecutive years, activate the intensified cabinet-led support protocol under TL10 with a specific school climate improvement mandate. • by August 20 of each school year, set in partnership with the monitors districtwide targets for annual improvement in key climate indicators, student sense of belonging, family trust, and staff professional culture.	
	CS3: No later than October 15, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall restructure the reporting, accountability, and operational standards governing school counselors at	

	the secondary level, with priority attention to the high school counseling program.	
	The counselor reporting structure reform and accountability system shall require: ● no later than October 31, 2026, adoption of a written Counselor Roles, Responsibilities, and Reporting Structure Protocol that: ○ establishes clear reporting lines for all school counselors, with high school counselors reporting directly to the principal or a designated assistant principal for instructional and student support functions; ○ specifies the non-negotiable core functions of all counselors (academic advising, attendance intervention, graduation planning, college and career counseling, crisis response, and family engagement) and the percentage of time expected to be devoted to each; and ○ prohibits the assignment of counselors to non-counseling administrative duties that displace direct student support. ● all high school counselors carry defined, manageable caseloads with explicit requirements for: ○ individual student meetings no fewer than twice per semester for freshmen and senior students on the counselor’s caseload; ○ monthly individual check-ins with every student who is chronically absent, academically failing two or more courses, or identified as a SIFE student; and ○ documented four-year graduation plans for 100% of students in grades 9–12, reviewed and updated with the student and family annually.	The district shall provide the monitors: ● by October 31, 2026, adopted Counselor Roles, Responsibilities, and Reporting Structure Protocol. ● by November 30 training completion records. ● by November 30, 2026, documentation that the Counselor Accountability and Outcome Tracking System has been established and is accessible to the monitors. ● Ninth Grade Counseling Intensive completion records: meeting logs, family contact records, first-quarter follow-up documentation. ● by October 31 of each school year, annual counselor PD attendance. ● By July 1, annually, counselor performance evaluation records documenting evidence of required student meeting completion, graduation plan updates, and family engagement in home languages.

	● a Counselor Accountability and Outcome Tracking System, maintained by the district and accessible to the superintendent and the monitors, tracking for each counselor: ○ the number of individual student meetings completed versus required; ○ the graduation plan completion and update rate for the counselor's caseload; and ○ the chronic absenteeism rate for the counselor's caseload compared to the school average; and the college, postsecondary, and credential application completion rate for graduating seniors in the counselor's caseload. ○ This data shall be reviewed by the principal quarterly and submitted to the superintendent monthly. ● by October 31 each year, all counselors complete annual PD on: ○ academic advising for ELL students at each proficiency level, including knowledge of Regents pathway options, Portrait of a Graduate, reclassification timelines, and postsecondary access for undocumented students; ○ trauma-informed approaches to chronic absenteeism outreach; and ○ the district's MTSS framework and the role of the principal as a Tier 2 and Tier 3 support coordinator. ● within the 30 days of the start of school, every ninth-grader meet with a counselor to receive a Ninth-Grade Counseling Intensive session to review the student's academic starting point, ELP level if applicable, and four-year graduation plan.	
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	• within the first 45 days of school, every family receives a contact in the family’s home language. • by November 30, the student receives a review of first-quarter grades and attendance, with a support plan activated for any student failing one or more courses or with five or more absences/ • the annual performance evaluation of all school counselors includes documented evidence of: ○ completion of required student meetings and graduation plan updates; ○ effectiveness of attendance and academic intervention for their caseload; ○ quality of family engagement, including outreach in families’ home languages; and ○ contribution to the school’s School Climate Action Plan under CS 2.	
2026 -2027	The district shall: • by October 31, 2026, adopt a Counselor Roles, Responsibilities, and Reporting Structure Protocol. • by November 16, 2026, distribute the protocol to all school leaders and counselors and complete training. • by November 30, 2026, establish Counselor Accountability and Outcome Tracking System and begin monthly data submissions to the superintendent. • by October 30, 2026, complete Ninth Grade Counseling Intensive first cycle session. • by October 30, 2026, complete counselor meetings with family contacts. • by October 31, 2026, deliver annual counselor PD. • by November 30, 2026, complete first-quarter follow-up meetings.	

	By January 29, 2027, review, and align the role of guidance administration within the vision for high school redesign	
2027 – 2029	The district shall: - review counselor outcome data quarterly; identify counselors whose caseload data indicates insufficient student contact or impact and initiate a counselor support plan through the HR evaluation system, - assess annually whether counselor caseload management reforms are producing measurable reductions in chronic absenteeism and credit deficits among served students; present findings to the monitors. - annually, refine the Counselor Accountability and Outcome Tracking System based on monitor feedback and emerging best practices in school counseling with ELL-majority populations.	
	CS4: Effective no later than October 31, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall transform its student registration and family welcome center operations into a fully functional, linguistically accessible, and equitable entry point for every family seeking to enroll a child in ERCSD.	
	The registration, welcome center, and equitable school assignment system shall require: a fully staffed, multilingual Family Welcome Center, operational during all school hours, with at least one Spanish-speaking and one Haitian Creole-speaking staff member present or immediately reachable during all operating hours,	The district shall submit to the monitors: - by November 30, 2026, and each November 30 annually, the Family Welcome Center staffing plan and language coverage documentation. - by November 2, 2026, the adopted Equitable School Assignment Protocol published in all required languages.

	- the Welcome Center serve as the primary point of entry for all new student registrations and be equipped to: - complete student registration within 72 hours of a family’s first contact; - identify students’ ELP level through an approved home language survey and initial identification process; - identify students with disabilities through the required Child Find process; and - connect families to all relevant district supports, programs, and services in their home language. - the district takes such actions as are necessary for the district to achieve a 90% or higher rate of completing student registration, school assignment, program placement, and initial scheduling within 72 hours of first family contact, reviewed biweekly and reported to monitors monthly. - any student not fully registered and placed within 72 hours triggers an automatic escalation to the Welcome Center supervisor with a documented resolution timeline. - by November 2, 2026, an adopted standardized Equitable School Assignment Protocol ensuring that school assignment decisions are made based on documented criteria, including proximity, program availability, ELP level, disability status, and sibling enrollment and not based on race, national origin, language background, immigration status, or family advocacy capacity. - the Equitable School Assignment Protocol is published in English, Spanish, and Haitian Creole and made available to families upon request. - all Welcome Center staff receive annual training on:	- monthly, biweekly 72-hour registration completion rate tracking reports for the prior month. - biannually, copies of the submission in January and August to the board of Annual Welcome Center KPI reports. - by December 30 of each school year, Welcome Center staff training with completion records.
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	○ the Home Language Survey and initial ELL identification process; ○ the Child Find process for students with potential disabilities; trauma-informed intake for SIFE students and families with limited prior schooling experience; and ○ the district’s rights and obligations under Title III, IDEA, and the McKinney-Vento Homeless Assistance Act. ● November 2, of each school year, the district establishes and publish annual Key Performance Indicators (KPIs) for the Welcome Center and registration process, including: ○ 72-hour registration completion rate; ○ time from first contact to first day of instruction; ELL identification accuracy rate; ○ Child Find referral rate; and ○ family satisfaction ratings from a post-registration survey administered in families’ home languages, ● in January and August annually, KPI progress is reported to the board and the monitors. ●	
2026 -2027	The district shall: ● by November 2, 2026. establish registration KPIs and begin biweekly 72-hour completion rate monitoring. ● by November 30, 2026, establish and fully staff the multilingual Family Welcome Center and submit staffing plan and language coverage documentation to the monitors. ● by November 2, 2026, adopt the Equitable School Assignment Protocol and publish in English, Spanish, and Haitian Creole.	

	• by December 30, 2026, deliver Welcome Center staff training on ELL identification, Child Find, and McKinney-Vento. • by January 2027, submit the first biannual KPI report.	
2027 - 2029	The district shall: • maintain 90% or higher 72-hour registration and placement completion rate and report monthly to the monitors. • by June 30 of each school year, assess annually whether the Equitable School Assignment Protocol is producing an equitable distribution of ELL students and students with disabilities across schools and present findings to the monitors. • expand Welcome Center services to include a post-enrollment family orientation session, delivered in Spanish and Haitian Creole, within 30 days of each new student's first day of instruction.	
	CS5: Beginning no later than December 1, 2026, and continuing annually through the 2028–2029 school year, the district leadership shall establish a structured, accountable community partnership development system designed to expand the academic, social-emotional, and postsecondary resources available to ERCSD students through relationships with local employers, community-based organizations, higher education institutions, faith communities, health and social service providers, and civic organizations.	
	The community partnership development system shall require: • the district to host a minimum of three annual districtwide Community Partnership Forums, providing community organizations, employers, higher education institutions, and service providers with structured opportunities to learn about district	The district shall submit to the monitors: • by November 16, 2026, complete inventory of existing community partnerships. • by December 31 of each school year, copies of the Annual Community Partnership Report submitted to the board.

	priorities, identify areas of alignment with their organizational missions, and formalize partnership agreements; at least one Forum annually shall be conducted bilingually in Spanish and Haitian Creole to ensure accessibility for community-based organizations that serve the district’s immigrant and ELL communities. ● all formal community partnerships to be documented through a written Partnership Agreement that specifies: ○ the partner organization’s name, contact, and scope of services; ○ the specific LTSAFIP goals, school-level SIP priorities, or student population the partnership is designed to support; ○ the measurable outcomes the partnership is expected to produce; ○ the duration and renewal process; and ○ the district’s and partner’s respective obligations. ● partnership agreements be submitted to the monitors and maintained in a centralized Partnership Registry accessible to the board and the monitors. ● annually evaluate all active partnerships using a monitor-approved Partnership Effectiveness Rubric to assess: ○ whether the partnership is producing the outcomes specified in the Partnership Agreement; ○ the number of students served, disaggregated by ELP level, disability status, grade level, and school; ○ alignment with current LTSAFIP, DCIP, and applicable SIP goals; and	● by December 15, 2026, revised inventory reflecting formalized or discontinued partnerships. ● By January 30, annually, business days of each Forum Community Partnership Forum agendas, attendance records, interpretation documentation, and post-Forum partnership agreement initiations, ● evidence that all partnership agreements are maintained in the centralized Partnership Registry ● by June 30 of each school year, annual partnership effectiveness evaluations using the monitor-approved rubric.
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	○ cost or in-kind value relative to student impact, with partnerships that cannot demonstrate measurable student impact restructured or discontinued. ● by December 15 of each school year, the superintendent presents a Community Partnership Report to the board and the monitors documenting: ○ all active partnerships; ○ their student reach; ○ their alignment to LTSAFIP goals,; ○ their evaluation outcomes; and ○ the net change in the number and quality of partnerships from the prior year. ● the district prioritizes partnerships with organizations that serve the district’s immigrant, ELL, and historically underserved communities, including organizations that provide immigration legal services, mental health counseling in languages other than English, housing stability support, food access, workforce development, and postsecondary pathway navigation for undocumented students. ● at least three formal community partnerships be explicitly designed to produce measurable student academic outcomes: (1) a partnership providing homework support, tutoring, or afterschool academic programming for students two or more years below grade level; (2) a partnership supporting family literacy in Spanish and Haitian Creole aligned to the district’s adopted K-8 literacy curriculum under IT4; and (3) a partnership supporting families of students at chronic risk of non-graduation with credit recovery and postsecondary navigation support.	
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	● each academically focused Partnership Agreement specify measurable student outcome targets and be evaluated annually on student outcome data, not participation counts alone. ● no later than January 31, 2027, a Family Engagement Protocol for Tiered Supports be adopted requiring: ○ written family notification in the home language within five business days of a student's Tier 2 or Tier 3 placement; ○ written intervention plan shared with families; ○ at least one family meeting per semester for every student in Tier 3; and ○ family engagement data as a standing component of the quarterly MTSS implementation report be sent to the monitors.	
2026 - 2027	The district shall: ● by November 16, 2026, conduct and a complete inventory of all existing community partnerships and submit to the monitors an assessment based on the Partnership Agreement standards of whether each partnership shall be formalized or discontinued based on the findings. ● by December 31, 2026, present the first annual Community Partnership Report to the board and the monitors. ● by January 30, 2027, host the first Community Partnership Forum, conducted bilingually, and document organizations in attendance and agreements initiated. ● by December 1, 2026, adopt monitor-approved Partnership Effectiveness Rubric. ●	
2027 – 2029	The district shall:	

	• annually, host two Community Partnership Forums and maintain and expand the Partnership Registry. • annually, conduct partnership effectiveness evaluations and restructure or discontinue partnerships not meeting the minimum student impact standards. • by August 20 of each school year, in partnership with the monitors. set an annual target for the number of students served through formal community partnerships, disaggregated by ELP level and school.	
	CS6: Beginning no later than October 2026 and continuing annually through the 2028–2029 school year, the district leadership shall implement a structured support system for the advancement, sustainment, and capacity development of school-based) Parent Teacher Associations (PTAs), and Special Education Parent Teacher Associations (SEPTAs) representation at every ERCSD school.	
	The family organization establishment and sustainability system shall require that: • by October 2026, all principals receive written guidelines for establishing and sustaining a PTA and a SEPTA; guidelines be translated into Spanish and Haitian Creole; and principals be accountable for ensuring a functioning organization exists at their school, with functioning defined as: ○ holding at least four meetings per year with documented attendance of at least 15 family members per meeting; ○ electing officers including at least one Spanish- or Haitian Creole-speaking officer where such families are represented in the school population;	The district shall provide the monitors: • by October 2026, documentation that PTA/SEPTA guidelines in translation have been distributed to all principals. • by December of each school year, Parent Leadership Advisory Council roster, bimonthly meeting agendas, and minutes in English and primary home languages, and semiannual to the monitors At the second and fourth quarterly report of the LTSAFIP. • school-by-school PTA/SEPTA functioning status report with attendance records, officer rosters, and meeting minutes to be submitted with quarterly LTSAFIP reports

	○ maintaining meeting minutes in English and the primary home language of the school’s families; and ○ maintaining a public-facing agenda and communication calendar posted on the school website. ● each school’s PTA receive annual district-provided support including: ○ a designated staff facilitator who does not chair the organization but ensures logistical and translation support; and ○ an annual allocation of funding for meeting space, childcare during meetings, interpretation, and communication materials, with the funding amount specified in the district budget and submitted to the monitors. ● beginning November 2026, the superintendent convenes quarterly a Parent Leadership Advisory Council composed of PTA/SEPTA representatives from each school and the monitors, with meetings conducted bilingually; the Council shall: review district academic performance data presented by the superintendent; provide feedback on LTSAFIP implementation from the family perspective; and produce a semiannual Public Parent Leadership Report summarizing the Council’s assessment of district progress and recommending specific actions. ● the district shall take such action as necessary to have a functioning PTA at a minimum of 75% of ERCSD schools by December 1, 2026, at 90% of schools by December 1, 2027, and at 100% of schools by December 1, 2028. ● by December 1, 2027, a functioning SEPTA shall be established or supported at each school.	● by January 1, annually, documentation that annual PTO/PTA funding allocations are in the district budget to the monitors. ● by June 30 of each school year, copies of the annual public parent organization report submitted to the board. ● SEPTA meeting agendas, multilingual parent learning materials, attendance records, and a district-level log of systemic concerns, recommendations, written responses, responsible parties, and follow-up actions, submitted with the quarterly LTSAFIP reports.
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	• by June 30 of each school year, an annual public report on parent organization activity, participation, and progress toward goals be produced by the district and submitted to the board and the monitors documenting for each school: whether a functioning organization exists; average meeting attendance; the number of family-led initiatives undertaken; and the family leadership development activities completed during the year. • Each SEPTA shall serve as a structured vehicle for parents and caregivers of students with disabilities to raise systemic concerns; learn about ERCSD’s continuum of special education programs, services, placements, and educational settings; receive accessible information about placement decision-making and procedural safeguards; and provide documented feedback and recommendations to district special education leadership. SEPTA concerns and recommendations shall be included in the Parent Leadership Advisory Council process, with district responses and follow-up actions documented and communicated to families while preserving student confidentiality.	
2026 – 2027	The district shall: • by October 2026, distribute PTA/SEPTA establishment guidelines to all principals in English, Spanish, and Haitian Creole. • by November 30, 2026, establish Parent Leadership Advisory Council and by December 2026 hold first quarterly meeting. • by December 1, 2026, take such actions as are necessary to achieve a functioning PTA at greater than 75% of schools, document status, and submit to the monitors.	

	• by January 1, 2027, specify annual PTO/PTA support funding allocation in the district budget and submit to the monitors. • by March 1, 2027, develop multilingual parent learning materials explaining the continuum of special education services, placements, and educational settings and establish a district-level process for documenting and responding to systemic concerns and recommendations raised through SEPTAs.	
2027 – 2029	The district shall: • by September 2027, develop a multiyear family leadership development curriculum for PTA officers, covering academic advocacy, budget literacy, and data interpretation. • by December 1, 2027, take such actions as are necessary to achieve 90% school PTA functioning rate, and by December 1, 2028, take such actions as necessary to achieve a 100% rate. • by December 1, 2027, establish a functioning SEPTA at each school. • by June 30 of each school year, submit the • annual parent organization public report to the board and the monitors.	
	CS7: Beginning no later than March 1, 2027, and continuing through June 2029, the district leadership shall develop and implement a comprehensive multiyear High School Redesign Plan addressing the structural, programmatic, staffing, scheduling, and cultural conditions that have produced persistently low graduation rates, insufficient course access, and a secondary school experience that fails to prepare the district’s	

	predominantly ELL and immigrant student population for postsecondary success.	
	The High School Redesign Plan shall require that: ● by October, 2026, a High School Redesign Steering Committee be established composed of the superintendent; the high school principals; representatives of the high school teaching staff; the school counseling department; student representatives from each high school; and no fewer than five family or community members, at least three of whom are primary Spanish or Haitian Creole speakers; the Committee shall be charged with developing the Redesign Plan and shall meet no fewer than twice per month during the planning phase. ● by November 2, 2026, the district engages external experts with demonstrated experience in high school redesign in districts serving large ELL and immigrant populations to advise the Steering Committee during the planning phase and to provide ongoing implementation support during the 2027–2029 execution phase; all expert agreements shall be submitted to the monitors. ● between October and December 2026, a Community Needs Assessment and a Student Experience Audit be conducted by the Steering Committee, including: ○ focus groups with current high school students, including ELL students and LTELL students, conducted in English, Spanish, and Haitian Creole; ○ surveys administered to high school families in all home languages; ○ analysis of high school outcome data including graduation rates disaggregated by ELP level, Regents pass rates, course failure rates, chronic	The district shall submit to the monitors: ● beginning October 2026 High School Redesign Steering Committee membership roster, charge document, and meeting minutes. ● by January 15, 2027, copies of the Community Needs Assessment and Student Experience Audit findings presented to the board. ● by March 1, 2027, High School Redesign Plan. ● by April 30, 2027, board resolution adopting High School Redesign Plan. ● by November 2, 2026, external expert agreements. ● beginning October 2027, quarterly implementation progress reports. ● by June 30 of each school year, copies of the annual graduation rate data disaggregated by ELP level, school, and subgroup submitted to the board.

	absenteeism rates, and college application and enrollment rates; and ○ a review of current course offerings, scheduling practices, and counseling services in relation to the district’s student population needs. ● by January 15, 2027, the Steering Committee findings shall be submitted to the monitors and the board. ● by March 1, 2027, a written High School Redesign Plan shall be developed by the Steering Committee and presented to the monitors. ● by April 30, 2027, a plan be adopted that addresses at minimum: ○ secondary course and program offerings including expanded advanced, dual enrollment, and CTE pathways; ○ staffing structures and instructional expectations; ○ scheduling reforms aligned to the requirements of IT12; ○ counseling reorganization aligned to CS3; ○ attendance intervention aligned to CS1; ○ family and community engagement aligned to CS5; ○ funding sources and a three-year implementation budget; and ○ specific, annual measurable outcome targets for graduation rates, Regents pass rates, college and career readiness indicators, and ELL academic outcomes. ● by September 2027, implementation of the Board-adopted High School Redesign Plan begins with full implementation completed by June 2029.	
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	- beginning October 2027, the superintendent submitted quarterly High School Redesign implementation progress reports to the monitors.	
2026 – 2027	The district shall: - by October 2026, establish a High School Redesign Steering Committee and submit membership roster and charge to the monitors. - By November 2, 2026, engage external redesign expert(s) and submit agreements to the monitors. - by December 2026, complete Community Needs Assessment and Student Experience Audit. - by January 15, 2027, the Redesign Steering Committee submitted findings to the monitors and the board. - by March 1, 2027, present High School Redesign Plan to the monitors. - by April 30, 2027, present High School Redesign Plan to the board for adoption.	
2027 – 2029	The district shall: - by September 2027, launch the initial phase of Redesign Plan implementation and submit quarterly progress reports to the monitors. - Take such action as necessary to increase the 4-year graduation rate for all students by a minimum of 8 percentage points annually from the 2025–2026 baseline, consistent with IT11 targets. - Take such action as necessary to increase the 4-year graduation rate for ELL students specifically by 8 percentage points annually, as specified in IT11.	

	by June 2029, complete full Redesign Plan implementation and present final implementation report to the board and monitors.	
	CS8: Beginning no later than October 31, 2026, the district leadership shall initiate and complete the planning process for a twilight or night school program providing expanded secondary education pathways for students who are unable to complete graduation requirements through the traditional school day model and shall launch the program no later than September 2027.	
	The twilight and night school program shall require that: - by October 15, 2026, a Twilight/Night School Planning Committee shall be established led by the superintendent’s designee and including the high school principals, representatives of the counseling department, and at least two family or community representatives. - by December 31, 2026, a Twilight/Night School feasibility study and partner identification process be completed that: - evaluates Rockland BOCES and at least two other potential partners or delivery models; - assesses the size and characteristics of the student population most likely to benefit, including over-age students, students with significant credit deficits, LTELL students who need additional instructional time, and students whose work or family obligations make the traditional schedule inaccessible; and - presents a recommended program model with a cost estimate and proposed fund source.	The district shall submit to the monitors: - beginning November 2026, Twilight/Night School Planning Committee membership, charge document, and meeting minutes. - By March 1, 2027, copy of the presentation to the board of the Twilight/Night School feasibility study. - By March 1, 2027, the executed partnership agreement. - by May 1, 2027, the program design, staffing plan, and curriculum framework. - beginning September 2027, monthly enrollment and attendance data. - by July 31 of each program year, copies of the annual program evaluation report including credit recovery completion rates, Regents pass rates, and graduation progression data submitted to the board.

	● by March 1, 2027, the Twilight/Night School feasibility study be submitted to the monitors and presented to the board. ● by September 2027, the program be launched, with a target enrollment of no fewer than 50 students in the first year, and offer at minimum: ○ credit recovery courses in ELA, mathematics, social studies, and science aligned to state learning standards; ○ ENL instruction at multiple proficiency levels; and ○ counseling and graduation planning services. ● all instructional content be delivered with language support accessible to ELL students at the Transitioning level and above. ● monthly, enrollment data be disaggregated by ELP level, credit deficit status, and school and submitted to the monitors during the program year. ● by July 31 of each program year, an evaluation along with findings be submitted to the monitors. The evaluation shall address enrollment and attendance rates; credit recovery completion rates; Regents pass rates; and student progression toward graduation.	
2026 – 2027	The district shall: ● by October 15, 2026, establish a Twilight/Night School Planning Committee and submit membership and charge to the monitors. ● by December 31, 2026, complete the feasibility study and identify the partner organization. ● by March 1, 2027, present feasibility study to the board. ● by March 1, 2027, execute partnership agreement with selected provider and submit agreements to the monitors.	

	• by May 1, 2027, complete program design, staffing plan, and curriculum framework and submit to the monitors.	
2027 – 2029	The district shall: • by September 2027, launch Twilight/Night School program with a minimum enrollment of 50 students. • monthly, submit enrollment and attendance data to monitors during each program year. • evaluate programs annually and expand enrollment by a minimum of 25% in the second year based on first-year evaluation findings. • at end of each program year, , July 31, present an annual program evaluation report to the board and the monitors.	

Fiscal and Operational Goals, Recommendations, and Measurable Outcomes		
Goals: Goal 1: Achieve a Board-Adopted, Legislatively Compliant Budget Each Year Through a Fully Documented, Stakeholder-Informed Development Process, with the Proposed Budget Submitted to the Monitors by March 1 and Approved by the Board Ahead of the Statutory Deadline Each Year, 2026–2027 Through 2028–2029. Goal 2: Achieve a Clean, Unmodified Annual Independent Audit Opinion, with the Final Audit Report Accepted by the Board and Submitted to NYSED by October 31 Each Year, and Zero Material Weaknesses or Significant Deficiencies Carried Past One Fiscal Year. Goal 3: Achieve 100% On-Time Submission of All Required Monthly and Quarterly Financial, Enrollment, Attendance, Cash Flow, Transportation, Safety, and Special Education/Medicaid Reports to the Board and Public on the Schedule Established in this Domain, Sustained Each Year, 2026–2027 Through 2028–2029. Goal 4: Complete and Board-Adopt Written Internal Operational Policies, Procedures, and Protocols for Every Business-Function Department (Human Resources, Facilities, Transportation, Procurement) by June 30, 2027, and Maintain a Two Year Policy Review and Update Cycle Thereafter.		

Goal 5: Establish a Documented, Board-Reviewed Linkage Between Program and Position Evaluation Findings (A-ROI, TD2 Staffing Standards, and TL11 Need Index Tiers) and Annual Budget Allocation Decisions, with Written Rationale Required for Any Allocation that Does Not Align with Demonstrated Need, Beginning with the 2027–2028 Budget Cycle. Goal 6: By June 30, 2027, calculate and report the Expenditure Efficiency ratio and Revenue Efficiency ratio (adopted budget as a percent of actual expenditures/revenue, per the Council of the Great City Schools' Managing for Results KPI definitions), establishing the 2026–2027 baseline, using 2025 -2026 audit, variance from 100% for each. By June 30, 2029, reduce the absolute variance from 100% in both ratios by at least 50% relative to the 2026–2027 baseline, sustained for two consecutive fiscal years. Goal 7: By June 30, 2029, eliminate the recurring annual draw on unrestricted fund balance identified in the 2026–2027 baseline, consistent with the district's own five-year financial projection required under F17. Calculate its Unrestricted Fund Balance Ratio and its annual dollar draw on unrestricted fund balance, establishing the 2026–2027 audit as baseline. Goal 8: By June 30, 2027, calculate its Cash Flow – Short-Term Loans per \$100K Revenue (CGCS KPI), establishing the 2026–2027 baseline. By June 30, 2029, reduce this measure to \$0 and sustain it at \$0 through the remainder of the plan period. Goal 9: By June 30, 2027, calculate its Grants Receivables Aging and Returned Grant Funds per \$100K Grant Revenue (CGCS KPIs), establishing the 2026–2027 baseline using the grant inventory required under F36. By June 30, 2029, reduce Grants Receivables Aging to 30 days or fewer and reduce Returned Grant Funds per \$100K Grant Revenue to \$0, relative to the 2026–2027 baseline.		
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Goal 10: By June 30, 2027, calculate its Debt Servicing Costs Ratio to District Revenue (CGCS KPI), establishing the 2026–2027 baseline. By June 30, 2029, ensure any increase in this ratio relative to the 2026–2027 baseline is traceable to a documented priority project in the capital improvement plan required under F42, with all new debt service reconciled to that plan.		
Budget Development and Approval		
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 July 1st of each year, a detailed approved budget for the fiscal year shall be provided to assistant superintendents, school principals, and executive directors.	Document budget information provided by July 1st
<u><i>The district will provide evidence of F1 through F11 by November 15, 2026.**</i></u>	F2: By July 31st of each year, the business office shall have met with all assistant superintendents, school principals, and executive directors to review the budget for the current year and start the budget planning process for the next year.	Document date and times of all meetings.
	F3: By July 31st of each year, draft budget development calendars for the general fund and special aid fund for the next year shall be presented to the board.	Copies of draft calendars and document dates of presentation.
<u><i>The district shall provide evidence of F12 through F20 for the 27-28 budget from the date the LTSAFIP was approved.**</i></u>	F4: By July 31st of each year, the consolidated application for grants shall be submitted to NYSED.	Copy of consolidated application.
	F5: In August of each school year and in September after the start of each school year, the district shall analyze 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, ELLs and special education instruction.	Copy of analysis performed in August and September.
	F6: By August 31st of each year, the budget development calendars for the general fund and special aid fund for the next year shall be approved by the board.	Copy of calendars and document date of board approval
	F7: By August 31st of each year, a budget planning retreat shall be held with the superintendent and cabinet members to discuss goals and objectives to be included in planning the budget for the next year.	Document dates and times of retreat and copy of resulting goals and objectives

	F8: By August 31 st of each year, the Special Aid Fund budget for the current year shall be finalized and used to inform development of the General Fund budget for the next year	Copy of final Special Aid Fund budget for current year
	F9: By August 31 st of each year, all assistant superintendents, school principals, and executive directors shall have received documentation and initial training on the budget development process for the next fiscal year.	Document dates and times of training and copy of information provided
	F10: Between September 1 st and September 30 th of each year, assistant superintendents, school principals, and executive directors shall develop initial budget and staffing requests for the next year and submit the information to the business office.	Documentation of initial budget and staffing requests submitted
	F11: By November 15 th of each year, the board shall be presented with initial revenue, expenditure, and enrollment numbers and assumptions to be used as the basis of developing the budget for the next year.	Copy of information and date of presentation to the board
	F12: Between October 1 st through November 15 th of each year, budget request review meetings shall be held between the superintendent and assistant superintendent for business and each assistant superintendent, school principal, and executive director.	Document dates and times of meetings, people attending, and a summary of the results of each meeting
	F13: Between November 16 th and November 30 th of each year, the business office shall compile an initial draft budget for the next year for review by the superintendent and cabinet.	Copy of initial draft budget produced
	F14: Between December 1 st and December 31 st of each year, the superintendent and cabinet shall hold multiple working sessions to review the draft budget and adjust for alignment with the LTSAFIP, identify items not budgeted and items double budgeted, and make changes required to balance the budget.	Document dates and times of work sessions, people attending and a summary of the results of each work session

	F15: Between January 1 st and January 15 th of each year, the business office shall compile an updated budget with all revisions to date.	Copy of updated budget document
	F16: Between January 16 th and January 31 st of each year, the superintendent and cabinet shall hold meetings to conduct a final review of the budget and detail for alignment with the LTSAFIP.	Document dates and times of meetings, people attending, and a summary of the results of each meeting
	F17: By last business day in February of each year, the district administration shall present to the board and public a comprehensive draft budget book for the next year that includes detailed schedules of budgets for each department and school; schedules of staffing by department, school, and position title; fiscal analysis; and a five-year financial projection that includes, at minimum, projected revenues and expenditures by major category, tax levy assumptions, enrollment assumptions, debt service schedules, projected Building Aid and other capital-related reimbursement, and projected State Aid by major category including high-cost/STAC aid.	Copy of budget and schedules and document date of presentation to board
	F18: By March 1st of each year, the district shall submit to the monitors a comprehensive draft budget book, along with a five-year financial projection that has been presented to the board.	Copy of budget and schedules and transmittal letter to monitors
	F19: By March 31st of each year, the district shall present a proposed budget book to the board for review.	Copy of proposed budget book and date of presentation for board review
	F20: In April of each year before the legislative deadline for board approval, a proposed budget shall be presented to the board for approval.	Copy of proposed budget book and date of board approval
Financial, Enrollment, and Attendance Reporting		
Develop a comprehensive set of financial, enrollment, and attendance reports to be provided to the board and public monthly.	F21: Monthly, the district administration shall provide a comprehensive set of financial reports for revenue and expense of the general fund and special aid fund to the board	Copy of financial reports prepared and dates of submission to the board

	and public that includes columns for prior year to date actual, current year to date actual, budget for the year, and balance remaining. For January through June of each year, the monthly reports shall include projected revenue and expenses for the fiscal year. The reports also shall include a detailed monthly cash flow schedule for the fiscal year.	
	F22: In the months of August, November, February, and May of each year, and continuing annually through June 30, 2029, the district administration shall make presentations on the financial condition of the district to the board and public.	Copies and dates of presentations
	F23: Monthly, the district administration shall provide the board with a comprehensive report on district enrollment by school and grade level and student attendance by school for the regular school year and summer session.	Copies of reports and dates provided
	F24: In November of each year, the district shall present to the board a report on projected enrollment for the current school year and the next school year. Every three years, the district should contract for a demographic study of the enrollment for the next five school years.	Copy of enrollment report and date provided
Annual Financial Audit Process		
Implement a schedule to prepare for and produce an accurate and timely annual audit.	F25: By February 1 st of each year, the business office shall issue a memorandum to all departments and schools freezing nonessential General Fund expenditures after February 28th and Special Aid Fund expenditures after April 30th of each year.	Copy of memorandum
	F26: By April 30 th of each year, the fund balance policy of the district shall be reviewed, revised as necessary, and adopted by the board.	Copy of fund balance policy and dates of review by policy committee and adoption by board
	F27: By June 30 th of each year, the district shall analyze its levels of specific fund balance accounts, submit proposed adjustments to the board, and obtain approval by the board for the adjustments.	Copy of analysis of fund balance accounts and date of approval by board

	F28: By May 31 st of each year, the business office shall have reviewed and revised as necessary its procedures for the fiscal year end cut-off to ensure that financial transactions are recorded in the proper fiscal year.	Copy of procedures and date of review
	F29: By August 31 st of each year, the business office shall have closed the accounting records for the prior year and be ready for field work to be conducted by an independent audit firm.	Documentation that business office is ready for field work by the auditors
	F30: By October 30 th of each year, a draft audit report shall be completed.	Copy of draft audit dated October 30 th or before
	F31: By October 30 th of each year, the draft audit report shall have been presented to the board Audit Committee for review.	Copy of draft audit report and date of presentation to the board Audit Committee
	F32: By October 30 th of each year, the final audit report shall be presented to and accepted by the board and submitted to the NYSED.	Copy of final audit report, date of presentation to the board, and date of submission to the state
Cash Flow Management		
Continually track and project cash flow to be able to invest funds as much as possible and anticipate periods of low cash.	F33: Monthly, the district administration shall provide the board with a detailed cash flow schedule consisting of 12 columns for each month of the fiscal year (i.e., July through June). As the year progresses the actual results for each month shall be completed and the remaining months projected.	Copy of cash flow schedule for each month and dates submitted to the board
Internal Controls		
Internal control policies and procedures are in place and updated to ensure the proper management and safety of district resources and assets.	F34: By November 30 th of each year, the business office shall review, and update as needed all policies and procedures related to internal controls, including budget controls, budget transfers, segregation of duties, review of sufficient staffing in the business office, and training of staff on internal controls.	Copies of reviewed/revised policies and procedures and dates of revision and training
Reimbursement Claiming Processes		
Ensure all available aid is claimed timely each year.	F35: By November 30 th of each year, the district shall review and update as needed policies and procedures for claiming different types of funding, identify responsible staff, and provide training as appropriate. By April 30, 2027, and annually thereafter, the district shall complete a student-level	Copies of reviewed/revised policies and procedures and dates of revision and training

	review of high-cost (STAC) claiming for all classified students, including in-district, BOCES, private-placement, Chapter, 4210 transportation, extended school year (ESY), and homeless-student claims, and submit to the monitors a summary of claims identified, submitted, and verified, together with a written explanation of any eligible claims not submitted.	
Federal and State grant funds are managed with full fiscal and programmatic accountability, including compliance with any NYSED-imposed specific conditions on conditioned federal programs.	F36: A protocol shall be developed for the fiscal and program management of all federal and State grant funds awarded to the district, including compliance with any NYSED-imposed specific conditions applicable to conditioned federal programs. The protocol shall address: • a complete inventory of all active federal and State grants, updated in real time and accessible to monitors; • designated grant managers for each grant who are accountable for programmatic and fiscal compliance; • monthly program status reports for each active grant documenting progress toward grant objectives, expenditures to date, and any compliance concerns; • monthly budget reports for each active grant in a monitor preapproved format submitted no later than the 25th of each month; and • procedures for grant amendments, no-cost extensions, and closeout. For any federal grant subject to NYSED-imposed specific conditions, the protocol shall further require: • monitor review and written approval of the district’s application and budget narrative prior to submission to NYSED; • separate public school and nonpublic school budgets using NYSED-provided budget codes; • quarterly fiscal reports to the Commissioner detailing encumbrance, expenditure, and liquidation of funds; • quarterly technical assistance engagement with NYSED program area staff; and	The district shall submit to the monitors: • by November 15, 2026, the monitor preapproved grant fiscal and program management protocol and how the monitors can continually access a complete active grant inventory; • by the 10th of each month, program status and budget reports for each active federal and State grant; and • for any grant then subject to NYSED-imposed specific conditions, the required quarterly fiscal reports to the Commissioner, and documentation of quarterly NYSED technical assistance engagement.

	• monitor review and approval of any subsequent adjustment to plans or use of funds prior to submission to NYSED.	
2026 – 2027	The district shall: • by November 15, 2026, develop grant fiscal and program management protocol, in consultation with monitors • by October 31, 2026, obtain monitor preapproval of the monthly program/budget report format • by November 30, 2026, compile complete active federal/State grant inventory and submit to the monitors. • by January 10, 2027, begin submitting monthly program status and budget reports for all active federal and State grants. • by NYSED application deadlines submit for monitor review and written approval prior to submission to NYSED, Title I Part A, Title I School Improvement, Title II Part A, and Title IV Part A applications, with separate public/nonpublic budgets using NYSED budget codes. • submit quarterly fiscal reports on encumbrance, expenditure, and liquidation to the Commissioner for each conditioned program. • engage in quarterly technical assistance with NYSED program area staff. • route any adjustments to conditioned-program plans or use of funds through monitor review and approval prior to NYSED submission.	
2027 – 2029	The district shall: • maintain and continuously update the complete active grant inventory and make accessible to monitors in real time. • submit monthly, program status and budget reports. • apply the protocol's amendment, no-cost extension, and closeout procedures to all active grants.	

	● continue routing applications and use-of-fund adjustments for any grant then subject to NYSED-imposed specific conditions through monitor review and approval (per NYSED application deadlines / as needed). ● continue quarterly fiscal reporting to the Commissioner and quarterly NYSED technical assistance for any grant then under specific conditions. ● review and, where warranted, update the protocol in consultation with monitors.	
Special Education Program and Medicaid Reimbursement		
Provide information on the status of the special education and Medicaid reimbursement programs	F37: In the months of August, November, February, and May of each year, and continuing annually through June 30, 2029, the district shall submit to the board reports on the status of the special education program, compliance issues, and information on the Medicaid reimbursement program.	Copies of quarterly reports and dates of submission
Human Resources		
The Human Resources Department operates in an effective and efficient manner.	F38: By November 16, 2026, the Human Resources Department shall have developed a functioning system of position control.	Documentation of system and how it operates
	F39: By June 30, 2027, the Human Resources Department shall have developed, reviewed, and implemented a comprehensive system of internal operational policies, procedures, and protocols. By June 30 th every two years, the department shall have reviewed and revised the policies, procedures, and protocols as necessary.	Copies of policies, procedures, and protocols with dates of review and revision
	F40: By June 30, 2027, the Human Resources Department shall have digitized all personnel files and reviewed and verified that all required employee documentation is on file and properly signed.	Documentation of completion of digitized files and verification that all required documents are in employee files
	F41: Monthly, the district shall provide the board with a schedule of all vacant positions and the status of searches to fill.	Copies of schedules and dates of submission

Facilities Maintenance and Capital Program		
Facilities are maintained in a clean and safe manner and capital repairs and improvements are made when necessary and as capital funds are available.	F42: By December 31, 2026, and for each year thereafter, the Facilities Department shall submit an updated building conditions survey report to the board. By June 30, 2027, and updated at least every five years thereafter, the district shall use the building conditions survey to develop and maintain a costed out, multi-year capital improvement plan identifying priority projects, estimated costs, funding sources, and anticipated timelines, and shall present the plan to the board and monitors.	Copy of reports and dates of submission
	F43: In the months of August, November, February and May of each year, the district shall submit quarterly reports to the board that include the status of all open capital projects with projected dates of completion and final closeout, and projects being planned for the coming year. Each quarterly report shall include, for every open capital project, the project number, authorization date, original and revised cost, expenditures to date, substantial completion date, Final Cost Report status, and estimated Building Aid still collectible, reconciled to NYSED Building Aid records; open projects shall be triaged by dollar value and age, prioritizing projects more than three years past substantial completion for immediate closeout action.	
	F44: By June 30, 2027, the Facilities Department shall have developed, reviewed, and implemented a comprehensive system of internal operational policies, procedures, and protocols. By June 30 th every two years, the department shall have reviewed and revised the policies, procedures, and protocols as necessary.	Copies of policies, procedures, and protocols with dates of review and revision
Transportation Services		
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	F45: In August of each year and bimonthly thereafter, the district 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.	Copies of newsletters and dates posted on the district website.

addressing issues, and process used to contract for services.	F46: In August, November, February and May of each year, the district shall submit quarterly reports to the board that include the status of the transportation program, including information on the number of routes and students served, compliance with safety and security procedures, summary of transportation incidents, operational issues, and proposed solutions.	Copy of reports and dates of submission
	F47: By June 30, 2027, the Transportation Department shall have developed, reviewed, and implemented a comprehensive system of internal operational policies, procedures, and protocols. By June 30 th every two years, the department shall have reviewed and revised the policies, procedures, and protocols as necessary.	Copies of policies, procedures, and protocols with dates of review and revision
Safety and Security		
Maintain safe and secure buildings, facilities, and transportation services for students, staff, parents, and the community.	F48: In August, November, February and May of each year, the district shall submit quarterly reports to the board that include the status of the safety and security programming for district facilities and operations, including a summary of incidents, compliance with safety and security policies, procedures, and protocols, and operational issues and proposed solutions.	Copy of reports and dates of submission
Food Services		
Provide healthy, fresh, and appealing food for students in compliance with federal and State regulations and requirements.	F49: By July 30, 2027, and each year thereafter, the district shall submit to the board a comprehensive report on the food services program. The report shall include: ○ data on the number of students and lunch and breakfast meals served in the prior year by school building by month; ○ an evaluation by school building and overall, of operational issues, challenges, and equipment needs with proposed solutions; and ○ quarterly survey results of students, staff, and parents.	Copy of report and date of submission
	F50: By July 30, 2027, and each year thereafter, the district shall evaluate the overall performance of the contracted food services operator and submit a report to the board with a	Copy of report and date of submission

	recommendation either to continue with the contractor or to issue a request for proposal (RFP) for the service to start September 1 st of the following year. The district should issue an RFP for the service at least once every five years.	
Procurement and Contracting Process		
The procurement and contracting processes of the district adhere to all State and federal regulations and procedures and are done in a timely manner for board review and approval as required.	F51: By June 30, 2027, the business office shall have developed, reviewed, and implemented a comprehensive set of policies, procedures, and protocols for the procurement and contracting of services and materials. By June 30 th every two years, the department shall have reviewed and revised the policies, procedures, and protocols as necessary.	Copies of policies, procedures, and protocols with dates of review and revision
	F52: The business office shall maintain and keep up to date a list of existing contracts with optional years and renewal dates and initiate a timely renewal process so that the contracts can be reviewed and considered for board approval in advance of the date required for the start of services.	Copy of updated list of contracts
Other		
Yearly, the district prepares a calendar of required State, local and federal business/finance actions, reports, and deadlines for the coming fiscal year.	F53: By June 30 th 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 September 1 st , the district shall submit to the board a report on actual performance against the calendar and any corrective actions required.	Copy of calendar and yearend report and dates of submission
Ensure the accuracy, integrity, and board- and monitor-level oversight of all financial projections, audit findings, and financial reporting practices, so that no material fiscal miscalculation goes undetected or unaddressed.	F54: Effective no later than December 1, 2026, and continuing annually through June 30, 2029, the business office shall retain, in a centralized and monitor-accessible repository, the complete source workpapers, calculation methodology, and named preparer and reviewer for every material financial projection or deficit/surplus analysis presented to the board or the monitors, during the last seven years. By February 1, 2027, the business office shall document a good-faith search for, and retroactively file, all such projections presented since July 1, 2024, noting in writing any materials that cannot be located.	Board-adopted workpaper retention policy; centralized repository populated with all locatable projections presented since July 1, 2024, and documentation of the search for any that cannot be found; annual CFO completeness spot-checks submitted to the monitors by June 30 of each year.

	F55: Effective no later than November 2, 2026, and continuing annually through June 30, 2029, the district shall maintain a monitor-accessible Audit Finding Tracker and require a Corrective Action Plan within 30 days of every finding in the district's annual independent audit, including the fiscal year 2025 material weakness and significant deficiency. Any finding repeated in a second consecutive audit cycle shall trigger a written CFO/Superintendent accountability memo and monthly, rather than quarterly, status reporting to the monitors until the external auditor confirms the finding is closed.	Audit Finding Tracker submitted to the monitors and updated continuously; Corrective Action Plans for all open findings, including the fiscal year 2025 material weakness and significant deficiency, submitted by December 1, 2026; quarterly (or monthly, for repeat findings) status reports; external auditor confirmation of closure for any finding reported as resolved.
	F56: Effective no later than November 2, 2026, and continuing annually through June 30, 2029, the board shall review and discuss the monthly financial reports required under F21 and F23 as a standing agenda item at every regular meeting, with each board member attesting in writing to having reviewed the report prior to the meeting. Beginning no later than February 1, 2027, the standing agenda item shall also include a quarterly Board Financial Risk Dashboard showing unrestricted fund balance and annual draw, State Aid budget-to-run variance by major category, the number and estimated aggregate value of open capital projects with associated Building Aid receivable, outstanding STAC/high-cost claiming exceptions, and the local tax levy share of the total budget, and shall complete an annual financial-reports training session by December 1 of each year.	Board meeting agendas and minutes reflecting the standing financial report review item; monthly board member attestation records maintained by the board clerk; annual financial-reports training completion records submitted to the monitors.
	F57: Effective no later than February 1, 2027, and continuing annually through June 30, 2029, the business office shall present a Vacancy Savings and Budget Variance Report, concurrent with the F22 financial presentation, disaggregating budget-to-actual variance into the portion attributable to unfilled budgeted positions reconciled against the TD1 position control system and the portion attributable to other causes. Any fund balance adjustment proposed under F27 shall be accompanied by a CFO certification identifying the extent to which it reflects vacancy-driven savings.	Quarterly Vacancy Savings and Budget Variance Report submitted to the board and monitors; reconciliation documentation against the TD1 position control system; CFO certification accompanying any F27 fund balance adjustment; and vacancy-savings sensitivity note included in the annual F17 five-year projection.

Governance, Leadership and Organizational Goals, Recommendations, and Measurable Outcomes		
Governance		
Goals: Goal 1: Establish a Fully Operational, Monitor-Compliant Board Governance Structure by November 2, 2026. Goal 2: Achieve 100% Annual Completion of Required Board Self-Evaluation, superintendent Evaluation, and LTSAFIP Retreat by June 30 of Each School Year, 2026–2027 Through 2028–2029 Goal 3: Achieve Full Academic Committee Operational Fidelity, 8 Monthly Meetings per Year with 100% Board Reporting from November 2026 through June 2029 Goal 4: Achieve Measurable Increase in Community Presence at Board Meetings Through School-Based Sessions, Minimum Two Per Year, Beginning October 2026, with Documented Attendance Growth by June 2029		
	G1: Effective no later than November 2, 2026, the board shall adopt bylaws in the form of a written Board Operating Agreement to be reviewed and approved by the monitors, establishing: ○ a code of ethics and conflict of interest policy with annual disclosure requirements;	The district shall submit to the monitors: ● by November 2 ,2026, and annually thereafter, board-adopted Operating Agreement. ● annual conflict of interest disclosures. ● by June 30. annual board self-evaluation.

	○ a defined process for board agenda-setting that ensures student outcome data is a standing first item at every regular meeting; ○ a set of permanent committees of the board; ○ the purpose and charge for each committee; ○ expectations of board member attendance requirements for board committees and the ramification of poor attendance; ○ a board member onboarding curriculum completed within 60 days of taking office; and ○ an annual board self-evaluation completed by June 30 each year assessing whether the board is governing effectively, maintaining appropriate governance-administration boundaries, and fulfilling its oversight responsibilities. ○ a requirement that an agenda for each regular board meeting, with documents attached including the superintendent's report, be made available to board members using Board Docs at least five calendar days in advance of the meeting, with supplemental personnel transactions added to the agenda as may be necessary no later than the day before the meeting; and ○ The Agreement shall be reviewed and re-adopted by the board annually and submitted to the monitors.	● board member onboarding completion records for any newly seated member. ● documentation of the date each regular meeting agenda was made available to the board.
	G2: Beginning no later than November 3, 2026, the board shall implement a formal annual superintendent evaluation process conducted by the full board in consultation with the monitors, using a monitor-approved rubric evaluating: ● progress toward LTSAFIP academic goals; ● DCIP and SIP fidelity; ● fiscal management and sustainability; ● talent development and retention outcomes; and ● community and family trust.	The district shall submit to the monitors: ● monitor-approved superintendent evaluation rubric before first use. ● by June 30 each year, completed annual evaluation. ● superintendent Support and Improvement Plan where applicable within 30 days of determination.

	By June 30 of each year, the evaluation shall be completed and submitted to the monitors. A rating of unsatisfactory in two or more domains shall trigger a board-initiated Superintendent Support and Improvement Plan that shall be submitted to the monitors within 30 days.	
	G3: Effective no later than November 15, 2026, and continuing annually through the 2028–2029 school year, the board shall establish and maintain a standing Academic Committee meeting monthly throughout each school year, with a defined charge focused on monitoring student academic outcomes, LTSAFIP implementation progress, DCIP and SIP fidelity, and instructional program effectiveness. The Academic Committee shall produce documented findings, questions, and recommendations that are formally reported to the full board at each subsequent regular board meeting as a standing agenda item. No later than November 15, 2026, committee meetings shall be governed by a monitor-approved and board adopted charge and a meeting protocol that specifies required agenda elements, quorum requirements, and documentation standards.	The district shall submit to the monitors: • by November 15, 2026, board-adopted Academic Committee charge and annual meeting calendar. • within five business days of each Academic Committee meeting, Monthly Academic Committee meeting agendas, attendance records, and meeting minutes. • copies of Academic Committee findings and recommendations presented at each subsequent regular board meeting that are reflected in board meeting agendas and minutes as a standing item.
2026 – 2027	The district shall: • by November 15, 2026, adopt an Academic Committee charge and meeting protocol and publish an annual meeting calendar. • by November 2026, convene first Academic Committee meeting. • beginning December 2026, report Academic Committee findings to the full board at each subsequent regular meeting.	
2027 – 2029	The district shall: • Maintain a monthly Academic Committee meeting schedule without interruption. Assess annually whether Academic Committee findings are producing substantive changes in board-level questions,	

	priorities, and decisions regarding academic improvement. include assessment in the annual Board self-evaluation required under GR1.	
	G4: Beginning no later than the 2026–2027 school year and continuing annually through the 2028–2029 school year, the board shall convene a minimum of one formal Board Retreat per school year dedicated exclusively to a comprehensive review of LTSAFIP implementation status, with the retreat scheduled no later than 30 days following the issuance of the Quarter 2 LTSAFIP implementation report, or at the next immediately scheduled regular board meeting if the 30-day window does not permit a standalone retreat. The superintendent and the monitors shall jointly examine the Quarter 2 implementation data, identify domains where progress is on track or accelerating, determine domains where implementation is lagging or producing insufficient academic impact, and establish board-level commitments for the second half of the school year. The retreat agenda shall be developed in consultation with the monitors, distributed to all board members no fewer than 72 hours in advance, and submitted to the monitors before the session. Retreat proceedings shall be documented in a written summary and made available on the district website.	The district shall submit to the monitors: - no fewer than 72 hours before each annual board retreat monitor-consulted retreat agenda. - documentation of retreat attendance by all board members. - Within 10 business days of each retreat. written retreat summary that is available on the district website identifying domains reviewed, findings, and board-level commitments established for the remainder of the school year. - documentation of the relationship between retreat findings and any midyear adjustments to board priorities, resource allocations, or superintendent directives.
2026 – 2027	The district shall: - within 30 days of the Quarter 2 LTSAFIP report; schedule and convene the first annual Board Retreat - Develop agenda in consultation with the monitors; - Within 10 business days of retreat, provide a written retreat summary on the district website.	
2027 – 2029	The district shall:	

	● Maintain annual Board Retreat on the same cycle each school year. ● Assess in the annual board self-evaluation under GR1 whether the retreat is producing meaningful midyear course corrections in LTSAFIP implementation and whether board commitments made at the retreat are reflected in subsequent board actions.	
	G5: Effective no later than the 2026–2027 school year and continuing annually through the 2028–2029 school year, the board shall hold a minimum of two regular board meetings per school year at public schools within the district. By October 30, 2026, and by September 30 of each school year thereafter, identified locations should be shared with the board and monitors.	The district shall submit to the monitors: ● by October 30, 2026, and by September 30 of each school year thereafter, copies of the annual schedule of school-based board meeting locations submitted to the board.
2026 – 2027	The district shall: ● by October 30, 2026, designate and publish at least two school-based board meeting locations for the 2026–2027 school year. ● Submit schedule to the monitors.	
2027 – 2029	The district shall: ● maintain a minimum of two school-based meetings annually. ● assess whether school-based meetings are producing measurable increases in family and community attendance at board meetings, particularly among ELL and immigrant families. ● by June 30, annually, report findings to the monitors. ● Consider expanding to three or more school-based meetings annually based on community engagement data and monitor recommendations.	

	G8: Effective no later than November 2, 2026, and continuing annually through June 30, 2029, the board shall rescind the January 7, 2025, charter provision permitting the Audit Committee to function as a committee of the whole, re-adopt a charter establishing the Audit Committee as a defined subset of the board distinct from the full voting board, and publish an annual roster of current Audit Committee members by July 1 of each year. All board members shall complete a minimum of 3 hours of annual financial literacy training, with Audit Committee members completing an additional 2 hours annually on audit committee responsibilities under Education Law §2116-c.	• monitor-reviewed Audit Committee charter and annual membership roster submitted to the monitors • Audit Committee meeting minutes and attendance records; • Annual financial literacy training completion records for all board members and enhanced-training records for Audit Committee members.