



2021-2022 Annual Report

PART II: IMPLEMENTATION STATUS OF THE ACADEMIC AND FISCAL PLAN RECOMMENDATIONS

Superintendent of Schools: Dr. Clarence G. Ellis

District BEDS Code: 500402060000

Grade Configuration: Kindergarten to Grade 12



GOVERNANCE AND LEADERSHIP IMPROVEMENT STRATEGIES

Text of Recommendation (from Annual Plan Update)			Implementation Status of Recommendation as of June 30, 2022	Short Explanation of Status	Links to Artifacts that Support Status Code
Date	Begin/ By	Improvement Strategy (Action Steps)			
12/2021	By	10. The Board shall select and enter into an agreement with an external organization to facilitate the Board's policy review.	Blue	Implementation in progress. The District is changing vendors for the policy review to the New York State School Boards Association (NYSBBA). In December the District was evaluating the consultants. The new process started in quarter 3.	
12/2021	By	11. The Board, based on the recommendations of the facilitator, shall establish a timeline and a process by which the Board shall review and revise as appropriate each current Board policy. Such process shall include providing the public with a meaningful opportunity to participate in the policy review process.	Blue	Implementation complete. The District Clerk engaged NYSBBA to review and update every policy. Monthly status reports were given as of quarter 2.	
12/31/2021	By	13. The facilitator shall provide the Board with the dates, venues, format, and topics of the retreats.	Blue	Implementation complete. The District identified dates for the retreat (January 4, 2022, and March 29, 2022) and topics, including superintendent evaluation/board self-evaluation and Diversity,	



				Equity and Inclusion (DEI). Participants for the retreat were also identified.	
12/31/2021	By	14. The Board shall adopt a policy regarding attendance at Board meetings and the consequences for unexcused absences from Board meetings.	Red	No implementation. A discussion with the Board Leadership or policy chair did not take place.	
01/2022	Begin	15. Board members will respond within 72 hours to requests from the District clerk to confirm their intent to attend a Board meeting.	Green	Implementation in progress (recurring). The District Clerk requests the attendance confirmation of board members for upcoming meetings; however, responses are inconsistent.	
06/30/2022	By	1. All Board members shall have training in Diversity, Equity and Inclusion as shall be required by the Monitors.	Blue	Implementation completed. DEI training with Mark Synder of NYSBBA took place on March 29, 2022.	
06/30/2022	By	12. The Board shall assess the policy review process and revise timelines and procedures necessary to complete the process by December 31, 2022.	Blue	Implementation complete. The process is in place and will be revisited each July. Meetings will be established and scheduled each September.	
07/31/2022	By (annually)	5. The Board shall complete the annual evaluation of the Superintendent.	Green	Not applicable. No activity was expected to occur during the 2021-2022 school year. The Superintendent evaluation form from NYSBBA was selected by the due date in the plan. The work is on	



				schedule for completion.	
07/31/2022	By (annually)	6. The Board shall enter into an agreement with a consultant to assist the Board in implementing the Board self-assessment process.	Green	Implementation Completed. NYSSBA self-assessment form was selected and an agreement with NYSBBA.	
07/31/2022	By (annually)	7. The Board shall adopt the process by which it will conduct a self-evaluation, which shall include providing the public with an opportunity to provide feedback on the performance of the Board.	Green	Not applicable. No activity was expected to occur during the 2021-2022 school year.	
07/31/2022	By (annually)	9. The Board shall select and enter into an agreement with an organization, such as the Rockland County School Boards Association, to facilitate the Board retreats.	Green	NYSBBA was selected to facilitate the Board Retreats on the following dates, January 4, 2022 and March 29, 2022.	
08/01/2022	By (annually)	2. The Board shall reach agreement with the Superintendent on the procedures to be used in the annual evaluation of the Superintendent.	Green	The superintendent and the board agreed to the NYSBBA Superintendent evaluation tool.	
08/31/2022	By (annually)	3. The Board shall approve the procedures for the evaluation of the Superintendent.	Green	Not applicable. No activity was expected to occur during the 2021-2022 school year.	



09/10/2022	By (annually)	4. The District shall post the procedures for the evaluation of the Superintendent to the District's website.	Green	Not applicable. No activity was expected to occur during the 2021-2022 school year.	
	Within 60 days of completion of the self-assessment process,	8. The Board shall adopt a resolution identifying those actions that the Board will take during the next calendar year to improve the Board's effectiveness and efficacy based on the results of the self-evaluation. These actions will encompass goals that both improve the function of the Board as a governing body and improves outcomes for the students in the District	Green	Not applicable. This action will be completed between 8/1/2022 and 9/30/2022 (within 60 days of the board self-evaluation due annually by 7/31/2022)	

ACADEMIC IMPROVEMENT STRATEGIES

Pillar 1: High Expectations for Teaching and Learning

Educational Strategy 1.1: Strengthen the alignment of curriculum, assessment, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans (T1, L1, O1). Strategic Plan Goal Alignment: 1, 2, 4

- **Strategy Implementation Activity 1.1.1** Review and refine the instructional program to ensure that it provides guaranteed and viable curriculum, assessments, and materials reflective of the Culturally Responsive-Sustaining Framework (Curriculum)
- **Strategy Implementation Activity 1.1.2** Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention)
- **Strategy Implementation Activity 1.1.3** Provide focused professional development that promotes teacher best practices to deliver a curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction).



- **Strategy Implementation Activity 1.1.4** Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials).
- **Strategy Implementation Activity 1.1.5** Maximize use of the K-12 district-wide learning management system to provide a single place for teachers to access, present, and deliver instructional content in an organized manner to guide student learning (Technology).

Educational Strategy 1.2: Strengthen student engagement and ownership of learning, and implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation (T2, L1, L2). Strategic Plan Goal Alignment: 2, 3, 5

- **Strategy Implementation Activity 1.2.1** Implement evidence-based interventions that strengthen student engagement and ownership to accelerate learning
- **Strategy Implementation Activity 1.2.2** Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades
- **Strategy Implementation Activity 1.2.3** Operationalize structures and systems to continuously monitor progress of grade 7-12 students on track for on-time graduation.
- **Strategy Implementation Activity 1.2.4** Expand social emotional learning curriculum to include that support adopted restorative practices.

Educational Strategy 1.3: Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning (O2). Strategic Plan Goal Alignment: 3

- **Strategy Implementation Activity 1.3.1** Ensure that all students have access to technology-based devices to facilitate blended learning in classrooms.

Text of Recommendation (from Annual Plan Update)		Implementation Status of Recommendation as of June 30, 2022	Short Explanation of Status	Links to Artifacts that Support Status Code
Date	Begin/By	Improvement Strategy (Action Steps)		



08/2021	By	1. Principals and building administrators will receive training on how to implement District guidance regarding effective strategies to allow for Tier 1 and Tier 2 differentiated and small group instruction, inclusive of sessions regarding the effective integration of technology during instructional blocks.	Blue	<p>Implementation completed. Continued professional development provided during principal meetings that share tiered strategies for immediate use. Sessions were facilitated by both district and school leaders and have focused on writing, literacy stations, use of diagnostic testing for small groups and guided instruction.</p> <p><u>Leadership Summit Dates</u> August: 24, 25, 30, 31</p>	<p>Link to 2021-2022 Leadership Summit agenda</p>
09/2021	Begin	1. Communicate expectation to building leadership for use of the K-12 district-wide learning management system, Schoology, for blended learning and to work fluidly between in-person and remote learning for both synchronous and asynchronous instruction.	Blue	<p>Implementation completed. Building level Academic Standards Facilitators are charged with coordinating professional development sessions related to leveraging Schoology for blended learning during PLC and 1:1 coaching sessions. This effort equally supports unanticipated remote learning days.</p>	<p>Link to professional development artifact</p>
10/2021	Begin	1. The Office of Student Support Services will coordinate professional development on Orton Gillingham intervention strategies (60 teachers/year) for K-6 teachers and leaders to strengthen pedagogical understanding regarding the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and leveraging	Green	<p>Implementation completed. 30 participants, inclusive of 27 special education teachers and three building administrators, participated in the 30-hour Orton Gillingham certification course for five consecutive days.</p> <p><u>Orton Training Dates (Cohort 1, 30 participants)</u> November: 15, 16, 17, 18, 19</p>	



		instructional time to address literacy skills.		<p>A second session has been scheduled through the Rockland Boards Of Cooperative Educational Services (BOCES) for the second group of 30 participants. The schedule of the workshop was dependent on the availability of the Orton Gillingham trainers.</p> <p><u>Orton Training Dates (Cohort 2, 30 participants)</u> August: 22, 23, 24, 25, 26</p>	
10/2021	Begin	2. The District will begin to purchase Interactive Boards for blended classroom teaching and learning.	Blue	<p>Implementation completed.</p> <p>11/2/21: The District secured quotes from multiple vendors for the interactive boards, of which the District purchased 215.</p> <p>12/27/21–12/28/21: Detailed walkthroughs were conducted of 14 schools by the Director of Information Technology Services & the Director of Instructional Technology/Curriculum to identify the exact location for installations.</p>	
11/2021	Begin	2. Under the direction of the district-level curriculum and instruction team, schools will ensure that professional learning experiences are designed to align teacher instruction with the NYS Next Generation Learning Standards.	Blue	<p>Implementation completed. District level staff have begun to engage with the new standards related to explicitly highlighting progressions, key changes in vocabulary, and determining shifts in classroom instruction.</p>	Link to sample learning slides



11/2021	Begin	2. The Office of Curriculum and Instruction will review raw data to begin reporting the number/percentage of students in K-2 who transition from Early Literacy to Star Reading as a possible indicator of early literacy proficiency/probable readers.	Blue	Implementation completed. The District compiled relevant data to report to the superintendent and communicate during Leadership in Action Network meetings.	Link to academic data slide
11/2021	By	5. The District shall invest in licenses and professional development to utilize during K-8 individualized tutoring sessions by subscribing to a literacy academic support network such as Book Nook.	Blue	Implementation completed. The District selected BookNook as the partner for individualized tutoring sessions K-8. Approximately, 4,500 K-8 students were offered the opportunity for virtual literacy tutoring. On February 28, 2022, the District began Book Nook sessions for students at home and for the 1,183 registered students attending elementary afterschool programs.	
11/2021	Begin	6. The Office of Curriculum and Instruction in collaboration with the Office of Student Support Services will hire tutors and teacher assistants to provide supplemental tutoring. This will support the successful implementation of programs addressing the needs of COVID-19 impacted students.	Blue	Implementation completed. The District began implementation of virtual tutoring services, using virtual tutors, the week of February 28, 2022. Virtual tutors were provided through partnership with Book Nook. eliminating the need to hire teacher assistants as tutors for supplemental tutoring. Teacher assistants were hired for the afterschool programs beginning in March 2022, which included supervision of Book Nook virtual tutoring services.	



12/2021	By	1. The District shall hire 5 content area District leaders (e.g., Academic Standards Facilitators), specifically in English, math, social studies, science, physical education (PE), health education (HE), and education of students with disabilities, to facilitate the evaluation, development, refinement, and delivery of a guaranteed and viable curriculum across the District that aligns with State Education Department learning standards.	Red	Implementation not completed. The District in September 2021 hired an Academic Standards Facilitator to support physical education, health, athletics, and family consumer sciences. Funding constraints exist in addition to challenges identifying viable external content area candidates and identifying internal candidates without creating a vacancy that impacts the instructional program. The District will not hire the 4 content area Academic Standards Facilitators.	
12/2021	By	3. The Office of Curriculum and Instruction shall have hired, trained, and deployed interventionists, who to the greatest extent possible shall have specialized certification in English as a New Language (ENL) or special education, to address reading (3) and math (11) learning in K-8 schools.	Red	Implementation not completed. Barriers to executing this strategy exist. Due to budgetary constraints, the District was unable to hire both reading and math interventionists K–8. For this reason, only reading interventionists were recruited for hire.	
12/2021	By	5. The Office of Curriculum and Instruction alongside the Office of Student Support Services shall issue guidance on the role of Interventionists in RTI2 decision making, student assessment, and program implementation that clarifies how best to use their specialized and deep knowledge in the teaching of reading.	Blue	Implementation completed. Interventionists, namely reading teachers and resource room teachers, support building level response to intervention processes. Guidance was issued to building administrators communicating opportunities and time to revisit roles and responsibilities. The District will continue to expand on this work based on the needs identified from building level observations and evaluations.	Link Leadership Summit activity



				<p><u>Leadership Summit</u> August 30, 2021 Making Tier 1 & Tier 2 Visible</p> <p><u>Principal Meeting</u> December 8, 2021 Tier 1 & Tier 2 Differentiation/Intervention Strategies</p>	
05/2022	By	1. The District will build and distribute personal hygiene/COVID kits and school supply starter kits for all students and establish the protocols for emergency transportation vouchers for students experiencing homelessness and students in foster care.	Blue	<p>Implementation completed. Personal hygiene kits were developed in October 2021, and distribution immediately began by school-based Family Resource Coordinators (FRCs) based on identified student needs. Back to School kits were distributed in September 2021 prior to the start of school to those students and families who attended the Back to School event.</p> <p>The protocols for the distribution of transportation vouchers are still being worked out with the Finance Department for implementation by June 2022.</p> <p>COVID Testing kits continue to be distributed at school buildings and special events.</p>	Link to 12.14.2021 BoE Meeting Supt. Report Slide
06/2022	By	3. The Office of Curriculum and Instruction shall establish the Curriculum Development and Refinement Committee.	Blue	Implementation completed. The District Curriculum Planning Board (CPB), which is unrelated to the Curriculum Development and	



		The charge will be to revise curriculum units.		<p>Refinement Committee, is a required committee that provides recommendations regarding curriculum. The CPB, which is composed of teachers, school leaders, and District leaders, determines areas for improvement and their order of priority by evaluation of the total systemwide curriculum needs.</p> <p><u>CPB Meeting Dates</u> September 27, 2021 October 22, 2021 November 22, 2021 December 17, 2021 January 24, 2022 February 25, 2022 March 28, 2022 April 29, 2022 May 23, 2022 June 14, 2022</p>	
06/2022	By	2. The Office of Curriculum and Instruction in collaboration with the Office of Student Support Services, and Office will establish a district-wide Response to Instruction and Intervention problem solving committee composed of a multidisciplinary group of educators with representation from each school to create a district-wide RTI2 plan and facilitate its implementation and support	Yellow	<p>Significant progress made but recommendation not yet implemented. Through productive conversations with building administration, learning walks, meetings with building level administrators, and review of documents, the District has raised awareness of the need for the formation of a district-wide RTI2 Committee with key education stakeholders, specifically building administrators and reading interventionists and resource room teachers. The District is actively pulling from these</p>	



		curriculum refinement, alignment and development of current curriculum.		sources to develop a reasonable schedule of activities and timeline for deliverables in the 2022–2023 school year.	
06/2022	By	2. The newly established Professional Learning Academy will have provided instructional staff from K-12 with PD aligned with SCEP and DCIP priorities in formats such as workshops, lesson studies, and peer coaching facilitated by internal and external educators, and respondents shall have rated effectively the PD’s usefulness in improving their instructional practices.	Blue	Implementation completed. In partnership with the Teacher Center and in alignment with DCIP priorities, the District offered virtual and in-person professional learning experiences to staff at the building and District level.	Link to PD evaluation
08/2022	By	3. Curriculum leaders and teachers will have received customized professional development that respondents rate effective in terms of meeting their curriculum needs identified in the DCIP in areas such as building a curriculum process, designing units, identifying and prioritizing standards, identifying content and skills, developing enduring understandings, and ensuring quality summative assessments.	Blue	Implementation completed.	Link to PD artifact



09/2022	Begin	4. District and Building leadership teams shall engage in a book study on the subject of culturally relevant and responsive practices. Once the book is chosen the study and questions will be addressed each time a chapter is read.	Green	Four potential book study texts have been recommended, (1) Muhammad, G., Love, B. L., & Scholastic Inc., (2020). <i>Cultivating genius: An equity framework for culturally and historically responsive literacy</i> ; (2) Aguilar, E. (2020). <i>Coaching for equity: Conversations that change practice</i> . (3) John Wiley & Sons.; Lesaux, N. K., Galloway, E. P., & Marietta, S. H. (2016). <i>Teaching advanced literacy skills: A guide for leaders in linguistically diverse schools</i> ; (4) Terrell, R. D., Terrell, E. K., Lindsey, R. B., Lindsey, D. B., & Alpert, D. (2018). <i>Culturally proficient leadership: The personal journey begins within</i> .	
12/2022	By	7. Building leaders will have purchased classroom libraries (digital and print) to support targeted reading interventions and student independent reading of diverse high interest texts, inclusive of texts and dictionaries to support students with interrupted formal education (SIFE).	Blue	Implementation completed. Shipments of print classroom libraries (Rising Voices) for each K–5 general education class were received in August 2021. In December 2021, classroom Picture Dictionaries were purchased for grades K–3 in alignment with the Students with Interrupted Formal Education (SIFE) Bridge’s Program (The American Reading Company) and the needs of Newcomer students in grades K–2.	
08/2021	Begin	2. Establish a district-wide approach to mindfulness to support students and staff K-12, including teachers, administrators, security staff and district leaders.	Blue	Implementation completed. The District has established partnerships in support of creating a districtwide approach to mindfulness that will foster school environments where people feel safe and well and are in healthy responsive	Link to PLC Focus Link to artifact



				<p>relationships. District and building administrators participated in sessions during the August Leadership Summit and staff virtually during the September professional development. Challenges exist in the instructional calendar to identify common professional development time for all 14 buildings.</p> <p>The Nurturing Inclusive Community Environments (NICE) Team provided daily restorative circles within high school classrooms.</p> <p>Training sessions with a partner organization was conducted with social workers, psychologists and school counselors to support the implementation of restorative and mindful practices.</p> <p>PD Sessions with SEE3: 8/24/21 10/7/21 12/2/21 1/20/22 2/3/22 3/17/22</p>	
09/2021	Begin	1. The District will administer four cycles of the Renaissance Star Early Literacy, Reading and Math, the district-wide universal screener and benchmark assessment for K-8 students.	Blue	Implementation completed. The District developed and disseminated a K-12 Star Assessment Administration Window document indicating the dates to administer four cycles of the Renaissance Star Early Literacy (K-2), Reading (1-12) and Math (1-12).	



				<u>Star Assessment Administration</u> Cycle 1: September 10- October 1, 2021 Cycle 2: November 15-30, 2021 Cycle 3: January 31-February 11, 2022 Cycle 4: May 23 - June 16, 2022	
09/2021	Begin	2. The District will monitor building-level multi-tiered system of support for academics (Curriculum Development and Refinement Committee, RTI2 Committee and Leadership in Action Network), attendance (Attendance Task Force and Leadership in Action Network), and social emotional learning (RTI2 Committee and Leadership in Action Network).	Blue	Implementation completed. Dates for the Leadership in Action Network meetings were calendared as an ongoing means of reviewing and analyzing the various data points from (ie from Curriculum Development and Refinement Committee, RTI2 Committee work) . <u>Leadership in Action Network Meetings</u> October: 20 November: 17 December: 15 January: 19 February: 16 March: 16	link to artifact
09/2021	Begin	2. The District will monitor the implementation and progress of partner academic, vocational and social emotional programs to measure intended against actualized student outcomes.	Blue	Implementation completed. Work with partner academic, vocational and social-emotional programs continues. For example <u>Partner Programs</u> PTECH: 81 students BOCES CTE: 78 students Smart Scholars: 200 students My Brother's Keeper: 150 My Sister's Keeper: 50	



				<p>Seal of Biliteracy: 80 students Today's Students Tomorrow's Teachers (TSTT): 35 students Building Assets Reducing Risks (BARR): 520 ninth grade students</p>	
09/2021	By	<p>1. The Office of Curriculum and Instruction shall make recommendations to the Superintendent on ways to increase flexible in-person and online learning opportunities during the school day and grade 11 & 12 night school options.</p>	Blue	<p>Recommendations were presented to the superintendent that included use of online programs to increase student options for credit attainment and recovery. Beginning summer 2022, high school students will have access to credit attainment and recovery through the expanded use of the Edgenuity platform. Secondary afterschool and Saturday academies have been recommended as part of the expanded school year programming. At this time, night school options are only offered through BOCES.</p> <p><u>Return to School Planning</u> Recommendation for temporary remote instruction for emergency closures (i.e., Spring Valley HS & Lime Kiln ES)</p> <p><u>Executive Cabinet Meeting</u> 11/ 9/2021: Recommendation for Secondary Afterschool Credit Attainment & Recovery</p> <p>2/15/2022: Secondary Afterschool and Saturday Academy Recommendation and Funding</p>	<p>[link to artifact Slide 8 & 9]</p>



10/2021	Begin	2. Monitor the implementation and impact of school comprehensive education plans through building and District walkthroughs.	Blue	Implementation completed. The District identified dates for Learning Walks and School Support Visits for both Targeted Support and Improvement (TSI) Schools and Schools in Good Standing to monitor the implementation and impact of SCEPs.	Link to Learning Walk Schedule
10/2021	Begin	1. The District will review school-sourced data to monitor student progress towards on-time graduation inclusive of Final Five Graduation Dashboard and Cohort information.	Blue	Implementation completed. Secondary school joint meetings were held for monitoring and support. For example, on 10/14/2021 schools confirmed the creation of building level graduation dashboard and cohort information. The document is in accordance with all student privacy and data guidelines protected by Education Law 2-D and The Family Educational Rights and Privacy Act (FERPA). Data fields include accumulated credits, student demographics, communication log, action steps, and counseling notes.	link to Final Five Dashboard
10/2021	By	3. The District will deploy seven social workers to support building level plans for student and family social-emotional needs.	Yellow	Significant progress was made, but the recommendation is not yet implemented. The District recruited and hired six social workers who collaborated as a unit to examine current needs before strategic deployment. The District continues to actively recruit for additional social workers.	



10/2021	By	4. The District will partner with an organization to provide professional development for staff, students, families around restorative practices and culturally relevant engagement and response to student need. By June 2023, the District will work with a partner organization that results in adoption by the Board of an updated District Code of Conduct and related policies.	Blue	Implementation completed. The District is working with SEE3 to provide training for staff, students, and families regarding restorative practices and culturally relevant engagement and response to student needs. Sessions occurred with all clinical staff (psychologists, social workers, and guidance counselors) on the following dates: October 7, 2021, and December 2, 2021. In addition, the District has expanded work with NICE (Nurturing Inclusive Community Environments) from the high schools to the middle schools.	link to artifact link to agenda
10/2021	By Begin	2. The District will monitor the implementation and impact of school comprehensive education plans.	Blue	<p>Implementation completed. Dates for the Leadership in Action Network meetings were calendared as an ongoing means of reviewing and analyzing the various data points.</p> <p><u>Leadership in Action Network Meetings</u> October: 20 November: 17 December: 15 January: 19 February: 16 March: 16</p>	link to artifact link to artifact
11/2021	Begin	2. The District will lead the enhancement of Expanded School Year summer and afterschool programming to allow for individualized and differentiated small-group supplemental instruction to address the needs of impacted students, including	Blue	Implementation completed. Professional services for the Expanded School Year afterschool and Saturday programs implemented. Evidence includes hiring of an ESY Coordinator and identification of program dates. ARP Funding has been budgeted to hire	Link to Funding of Summer Programs under Professional Services



		low-income students, students with disabilities, English language learners, migrant students, students experiencing homelessness and children and youth in foster care by hiring teachers, paraprofessionals, monitors, clerical staff, nurses, social workers, security, and administrators.		staff to implement the Expanded School year program.	Link to Summer Program Offerings
11/2021	Begin	3. Academic Standards Facilitators (ASFs) at the District level will monitor and collect data for the Expanded School Year summer and afterschool program and act as liaisons for program leads.	Blue	Implementation completed. Academic Standards Facilitators monitored and collected summer program data and shared findings during the August Leadership Summit. The District is in the process of gathering attendance data from student participants in the 2021 ESY summer program to support future summer programming. In December, the District recruited and hired an ESY Coordinator as the District level staff responsible for recruiting and hiring staff, planning, implementing, monitoring and collecting data from afterschool, Saturday, and summer ESY programs, inclusive of ELT and Empire title and grant-funded programs.	2021 ESY Summer Offerings Leadership Summit Agenda, Wednesday, August 23, 9:00AM
11/2021	Begin	4. The District will provide transportation for the Expanded School Year Programs to support individualized and small group instruction.	Blue	Implementation completed. The District has budgeted for and is transporting students participating in Expanded School Year programs.	Link to Funding of Summer Programs Transportation under Purchased Services



11/2021	By	5. The Office of Curriculum and Instruction will partner with providers to support curriculum and professional development for Expanded School Year programs in order to support individualized and small group instruction.	Blue	Implementation completed. The District identified partnering providers (Edenguity, Innovative Designs for Education (IDE)) by November 2021 to support the curriculum and professional development for ESY afterschool and Saturday programs. IDE provided services during the second semester of 2021-2022 school year. Edenguity was identified and implemented during June 2021.	
11/2021	By	1. Collect data to organize district-wide social emotional learning (SEL) themes aligned to New York State’s social-emotional development and learning benchmarks to create a sustained focus through all grade-level classrooms and schools for improved classroom, school and district connectedness around student and staff well-being	Blue	Implementation completed. Data was collected through student, staff/teacher, and family surveys. Buildings have incorporated SEL themes and activities into daily/monthly routines.	link to artifact see outcomes of measurable objectives
11/2021	By	5. The Office of Student Support Services will hire advisors based on the budget to support implementation of restorative practices and culturally relevant responses to student needs. These activities address the unique needs of low-income students; students with disabilities; English learners; racial and ethnic minorities; students experiencing homelessness; and children and youth in foster care, including outreach and service delivery.	Red	Significant progress was made, but the recommendation is not yet implemented. The District is in the process of assessing the budgetary implications of hiring advisors to support the implementation of restorative practices and culturally relevant responses to student needs. However, the superintendent’s Executive Cabinet has taken on aspects of the role of advisors, ensuring consistent implementation of professional development and monitoring of disciplinary actions to ensure alignment with restorative practices.	



				Additionally, at the start of the school year, the District contracted with an outside organization, SEE3, to support the implementation of restorative practices through coaching and professional development sessions.	
01/2022	By	6. The District will purchase a social emotional learning curriculum for grades K-6 to assist educators in teaching students to recognize, report, and refuse to place themselves in unsafe situations.	Red	Significant progress was made, but the recommendation is not yet implemented. The District piloted a social emotional curriculum, Leader in Me.	
06/2022	By	1. The District will have provided appropriate numbers of students individual instrumental lessons based on the DCIP.	Blue	Implementation completed.	Link to class list of students receiving lessons
06/2022	By	6. The District will expand Science, Technology, Engineering, and Math (STEM) programming in partnership with agencies such as STEM 21 to create District partnerships with community agencies, map curriculum, and expand graduation pathways. The District will design model secondary science labs for inquiry-based investigations for chemistry, physics, biology, aquatics, astronomy, earth science and Integrated Physics and Chemistry.	Yellow	Significant progress was made, but the recommendation is not yet implemented. A Request for Proposal was awarded to 21st CentEd to provide curriculum integration and supplementation around STEM Education. Planning meetings with the Curriculum Development and Refinement Committee members with 21st CentEd have commenced. The design of model secondary labs has been discussed but not implemented.	



09/2021	By	2. The District shall communicate to building-level Distribution Teams charged with managing device distribution the District's expectations that the Teams adhere to common protocols, such as inputting data related to distribution, inventory, and monitoring of individual devices for all students and staff.	Blue	Implementation completed. The District has communicated to building level Distribution Teams charged with managing device distribution the District's expectations.	Link to artifact
05/2022	By (Annually)	1. The District will review its device inventory and purchase such number of Chromebooks as necessary to maintain the "1:1 Chromebook for Kids initiative."	Green	Implementation completed. The District reviewed the device inventory each month during the first quarter only. Quotes for device procurement were requested. The District collected multiple quotes and reviewed them.	

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

Educational Strategy 2.1: Enhance parental engagement in student success through training, collaboration, and communication (T3, L3, O3). Strategic Plan Goal Alignment: 2, 3

- **Strategy Implementation Activity 2.1.1** Enhance parental engagement in student success through training, collaboration, and communication.

Educational Strategy 2.2: Educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students (T4, L4, O4). Strategic Plan Goal Alignment: 2, 3

- **Strategy Implementation Activity 2.2.1** Build strong and trusting relationships and family-school partnerships through family and community engagement opportunities.

Text of Recommendation (from Annual Plan Update)	Implementation Status of	Short Explanation of Status	Links to Artifacts that Support Status Code
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			Recommendation as of June 30, 2022		
Date	Begin/ By	Improvement Strategy (Action Steps)			
09/2021	Begin	2. The District will provide interpreters in both Spanish and Haitian Creole at all Family University and virtual sessions to encourage involvement and increase attendance.	Blue	Implementation completed. The District provides interpreters in both Spanish and Haitian Creole at all Family University and virtual sessions.	Link to Funding of Interpretations under Purchased Services, page 4
Annually	By	1. The District will conduct 5 Family University sessions to, as funding allows, provide participants opportunities such as English learning and technology use to increase the participants' ability to provide support for their children. We will include partnerships with local educational agencies such as Rockland Community College.	Green	Implementation completed. The District has generated Family University topics with the first session held in October 2021. <u>Family University Dates</u> October: 13 November: 17 December: 22 January: 12 February: 9	link
09/2021	Begin	2. The District will communicate and monitor the implementation of school building monthly family and community engagement events (FACE), either online or in-person.”	Blue	Implementation completed. The District has communicated to schools regarding engaging families and the community in informative and enriching events. Monitoring of monthly FACE activities will be shared during Leadership in	Link to aggregate data from school based FRC events



				<p>Action Network meetings and meetings with principals.</p> <p>The District will continue to monitor the family & community engagement monthly events at all public schools as the schools come online with their meeting schedules. The District has assisted schools in establishing a Family and Community Engagement Committee (FACE Committee) composed of the Principal, the FRC, the ASF, teacher leaders/interested teachers, and at least one parent. Technical assistance is informed by the MBK FACE funded initiative of 2018-2019 in which the District contracted with Parenting Partners to provide guidance in establishing and training FACE Committees and providing a series of research-supported parent/family workshops at each school.</p>	
Annually	By	1. Each teacher for each of his or her students shall schedule at least two parent-teacher conferences to allow for two-way dialog about a student's academic and social-emotional progress and shall conduct the conference in accordance with district-wide developmentally appropriate protocols to ensure consistency and coherence.	Green	Implementation completed. The District 2021–2022 Instructional Calendar reflects at least two parent-teacher conferences.	link



Annually	By	3. The Monitors will hold four listening sessions accessible to all families to receive feedback on implementation of the improvement plan. (Note: This recommendation was modified in 2021-2022 year by mutual agreement of the monitors and the district)	Green	Implementation completed. The Monitors held Listening/ Community Engagement sessions virtually on the following dates March 9th, 16th, 23 and 30th that reached all 14 schools. The launch was presented at the March 1st board meeting. The focus of the sessions was to apprise the families and the community of the differences in the new legislation and how the monitors support the District in implementing the strategies in the Long Term Strategic Academic and Fiscal Plan. The sessions were designed to provide Q & A time for parents and so parents could get answers right away from the monitors. [link]	Link to artifact Link to pic of district news
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Pillar 3: Results-Focused Professional Learning & Collaboration

Educational Strategy 3.1: Provide ongoing professional development and instructional coaching focused on effective implementation of the Foundational 5 teaching practices by every teacher, in every classroom, every day (T5, L5, O6) Strategic Plan Goal Alignment: 1, 4, 5

- **Strategy Implementation Activity 3.1.1** Provide ongoing professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners.

Educational Strategy 3.2: Provide continuous professional learning, coaching, and support to principals and school instructional leadership teams to accelerate their proficiency relative to the five Leverage Leadership Competencies (T6, L5, O6). Strategic Plan Goal Alignment: 1, 4, 5

- **Strategy Implementation Activity 3.2.1** Facilitate necessary modifications to the Learning Walk Tool and School Support Visits, monitor their implementation, and analyze data collection to support building leaders in the development/identification/assignment of professional learning for all teachers targeted to support improved teacher practice and student engagement.

Educational Strategy 3.3: Implement high-functioning structures and processes to strengthen growth mindset; data-informed, rigorous planning; hybrid/virtual learning platforms; collegial collaboration; and culture of continuous improvement (T3, L6, O5). Strategic Plan Goal Alignment: 1, 4, 5

- **Strategy Implementation Activity 3.3.1** Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships



Text of Recommendation (from Annual Plan Update)			Implementation Status of Recommendation as of June 30, 2022	Short Explanation of Status	Links to Artifacts that Support Status Code
Date	Begin/By	Improvement Strategy (Action Steps)			
07/2021	Begin	2. The District will strengthen its partnership with the local Teacher Center to support differentiated professional development and teacher certification to expand work with students with disabilities and ELLs.	Blue	<p>Implementation completed. The District has increased communication with the East Ramapo Teacher Center to strengthen collaboration. The District held meetings in September, October, and February to ensure Teacher Center activities aligned with the improvement strategies and initiatives in the Long-Term Strategic Academic and Fiscal Improvement Plan.</p> <p><u>ERCSD Teacher Center Offerings Fall Brochure</u></p>	<p><u>Link to BoE Teacher Center Agenda Item link</u></p>
07/2021	Begin	2. The District will work more collaboratively with the local Teacher Center to support differentiated professional development and teacher certification to expand work with students with disabilities and English Language Learners (ELLs).	Blue	<p>Implementation completed. The District increased communication with the East Ramapo Teacher Center to strengthen collaboration. The District held meetings in September, October, and February to ensure Teacher Center activities aligned with the improvement strategies and</p>	



				<p>initiatives in the Long-Term Strategic Academic and Fiscal Improvement Plan.</p> <p><u>ERCSD Teacher Center Offerings</u> Fall Brochure</p>	
08/2021	Begin	2. Building level Academic Standards Facilitators will use Frontline Professional Growth Platform to calendar, organize, and manage professional development activities.	Blue	Implementation completed. District level staff and Academic Standards Facilitators create, preregister, and manage professional learning experiences in the Frontline Professional Growth Platform.	Link to artifact
07/2022	Begin	1. The District will have completed a review of English language learner programming, developed recommendations for improvement, created a timeline for implementing the recommendations, and by October 2022 begun implementing the recommendation in accordance with the timeline.	NA	Not applicable. No activity was expected to occur during the 2021-2022 school year. The District has identified external partners to complete a review of English Language Learner programming using the NYSED's Office of Bilingual Education and World Languages MLL/ELL Program Quality Review Continuum.	Link
10/2021	Begin	3. Based on the DCIP the appropriate number of teachers and building and District leaders will have received PD on targeted strategies to improve the academic outcomes for English Language	Blue	Implementation completed. The District continues to analyze data related to and conduct site visits to all teachers of ELLs. Professional development has been focused on identifying the academic language demands of the content area	Link to Professional Development



		Learners through on-going data analysis and site visits, and respondents shall have rated the PD effective in terms of usefulness.		<p>instruction to provide scaffolds for comprehension.</p> <p><u>Frontline Professional Growth Analytics of English as a New Language PDs</u> Number of sessions across the District: [link]</p> <p>Total Staff Participation: 603</p> <p>For the PD sessions offered, Of the 603, 76 completed an evaluation. Of the 76 participates that completed the evaluation, 68.4% rated favorably to the question, “How useful did you find this learning experience?”</p>	
10/2021	Begin	1. Conduct District led learning walks (instructional walks) in each building using the Learning Walk Tool.	Blue	Implementation completed. The District identified dates for learning walks, revisited the Learning Walk Tool (LWT) for Principal evaluation and feedback.	Link to Learning Walk Dates
10/2021	Begin	2. Schedule and calendar consistent Principal Meetings, Assistant Principal Meetings, and Academic Standards Facilitator Meetings	Blue	Implementation completed. The District has calendared consistent Principal Meetings, Assistant Principal Meetings and Academic Standards Facilitator Meetings.	Link ot Meeting Dates
09/2021	Begin	2. The Superintendent will schedule and hold ongoing Superintendent Circles monthly with student leadership and community members.	Blue	Implementation completed. The superintendent has scheduled and begun holding Superintendent Circles monthly with student leadership at both	



				<p>Spring Valley High School and Ramapo High School and community members.</p> <p><u>Community Circle Schedule</u> October: 21 November: 18 December: 16 January: 20 February: 17 March: 17 April: 7 May: 19 June: 16</p> <p><u>Student Circles</u> October: 18, 27 November: 1, 8, 29 December: 8 January: 20, 27, 28 February: 25 March: 24, 28 May: 16, 19 June: 14, 16</p>	
09/2021	Begin	3. The Office of Curriculum and Instruction will monitor ongoing K-12 mentorship programs and opportunities for students and share results with administrators.	Blue	Implementation completed. The District has begun monitoring ongoing secondary mentorship programs and opportunities to expand to K-12 students by having secondary program leads provide the priority goals/objectives and scope of work. No links to results have been shared with administrators, the partners currently meet	



				directly with district-level lead and school administrators.	
09/2021	By	1. The Office of Student Programs, Assessment, and Evaluations will clarify the role of the District-level Attendance Task Force in monitoring and supporting building systems of interventions for student attendance.	Blue	Implementation completed. The District has clarified the role of the district-level Attendance Task Force in monitoring and supporting building systems of interventions for student attendance through superintendent reports and administrator meetings. As the District returned to full in-person learning the role of the district-level Attendance Task Force members has returned to the original focus of maintaining oversight of the attendance monitoring required to take place at the school level. District-level oversight and technical assistance includes providing building administrators weekly and monthly attendance reports from the Student Information System, along with professional development for secretaries and key staff designated to handle attendance, as well as written attendance reporting guidance. A districtwide system for referral for home visits by a social worker was also implemented.	
09/2021	Begin	1. The District will provide ongoing training on career development and readiness for advancement opportunities to newly employed staff, and respondents will rate the training effective in increasing the likelihood of their remaining in the District.	Blue	Implementation completed. The District provided newly hired teachers a virtual introduction to ERCSD Teacher’s Center opportunities. All newly hired teachers within two years of being hired take courses related to professional growth. Courses are evaluated by the teachers and the data is kept at the Teachers	Link to artifact



				Center. Staff receiving training and evaluations of training will be collected for end of year reflection and next year planning	
12/2021	Begin (Monthly)	1. The District Master Scheduler will share the progress of support given to all K-12 buildings in the completion of timed activities in the Master Scheduling Handbook.	Green	Implementation completed. The District master scheduling and articulation meetings took place on these dates: December: 6, 7, 9, 10, 13, 15, & 16	
02/2022	By	1. The Office of Student Support Services will establish a Peer Academic Support Network, a student member group led by an advisor to facilitate regular and substantive interactions resulting in a library of created and curated video tutorials and peer academic support for each school.	Red	Implementation not completed. The District has examined the current need and explored the minimal components required in order to have a Peer Academic Support Network create and curate video tutorials, and has determined that it is not feasible at this time. Afterschool tutoring at the high schools and through the Afterschool Academies will continue.	

Pillar 4: Data-Informed Efficient and Effective Systems

Educational Strategy 4.1: Implement a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents (T7, L7, O7). Strategic Plan Goal Alignment: 4, 5

- **Strategy Implementation Activity 4.1.1** Establish a system that incorporates formative, interim, and summative assessments on student performance to provide meaningful and interpretable data for responsible instructional decision-making.

Educational Strategy 4.2: Organize central roles, resources, and processes to better support schools (T8, L8, O8). Strategic Plan Goal Alignment: 2, 4, 5

- **Strategy Implementation Activity 4.2.1** Stabilize a diverse and qualified educator workforce by clarifying roles and responsibilities
- **Strategy Implementation Activity 4.2.3** Provide all students access to a safe and inclusive learning environment.



- **Strategy Implementation Activity 4.2.4** Ensure that all students have equitable access to resources to better support schools

Text of Recommendation (from Annual Plan Update)			Implementation Status of Recommendation as of June 30, 2022	Short Explanation of Status	Links to Artifacts that Support Status Code
Date	Begin/By	Improvement Strategy (Action Steps)			
09/2021	By	1. The District will introduce a data-driven process aligned to current practices and protocols to build educator assessment literacy.	Blue	Implementation completed. The District researched and selected Data Wise to frame data-driven decision-making actions as it will enhance rather than supplant current building level practices (identify relevant data, comprehend data, interpret data, and apply data).	
09/2021	By	1. The District will hire monitors at each school to support extended arrival and dismissal times for students dropped off due to the COVID-19 pandemic.	Blue	Implementation completed. The District allocated funding for the hiring of lunch monitors at each school. Teacher aides, teaching assistants, and teachers have provided support in overseeing extended arrival and dismissal times for students dropped off due to the COVID-19 pandemic. <u>Lunch Monitor Hires</u> Quarter 1 (July-Sept): 41 Quarter 2 (Oct.-Dec.): 6	



				Quarter 3 (Jan.-Mar.): 0	
09/2021	Begin	2. The District will provide remote learning options through partner agencies (e.g., BOCES) to students whose parents prefer their children remain home in light of the COVID-19 pandemic and who meet the criteria for receiving remote instruction.	Blue	Implementation completed. The District provided the option for remote learning through partner agencies (e.g., BOCES) to students who were deemed immunocompromised by a physician. 12 parents requested their children be considered for the option of full-time remote learning. Temporary remote was activated for some students; however, there were no students who both met the criteria and chose to engage in full-time remote learning through a partner agency.	Link to the Responsive Return to School Plan
10/2021	By	1. The District will gather input from building administrators and staff in each school to identify necessary equipment and uniforms to purchase in support of physical education, music, art and health education curriculum and athletic programs.	Blue	<p>Implementation completed. The appropriate district level staff gathered input from school administrators and staff in each school to identify necessary equipment and uniforms to purchase in support of physical education, music, art, and health education curriculum and athletic programs.</p> <p><u>Athletics</u> 9/2021 Defined procedures and protocols for inventorying and distributing uniforms and equipment</p> <p>9/14/2021-3/2022 Purchased a complete custom set of top-to-bottom cheer uniforms, side-line</p>	



				<p>warmups, and backpacks for Ramapo High School & Spring Valley High School.</p> <p>Completed purchase order for sublimated reversible basketball jerseys for Chestnut Middle School and Pomona Middle School Boys and Girls basketball teams.</p> <p>Sourced companies that supply storage totes to secure uniforms and equipment for sustainability.</p> <p>Finalized equipment and uniform supply orders totaling approximately \$100,000.</p> <p>Conducted an ERCSD Athletics Uniform Sustainability Audit.</p> <p><u>Music and Art</u> 9/2021–3/2022: Art supplies ordered for all elementary schools; additional recorders ordered for elementary music; string instruments ordered for intermediate students.</p>	
10/2021	Begin	1. The Office of Personnel will conduct the initial resume screening of applicants and provide resumes of qualified candidates to principals. Principals will use the District provided protocols to streamline the hiring process.	Red	<p>Implementation not completed. The District is in the process of drafting protocols, in collaboration with principals and department administrators, to streamline the interview and hiring protocols. All building principals were supplied with the procedures and steps for hiring, as well as all of the relevant documentation.</p>	



11/1/2021-6/30/2022	By	1. The District will revise as appropriate the District and school level organizational charts to reflect accurately the instructional roles and responsibilities of leadership.	Yellow	Significant progress was made, but the recommendation is not yet implemented. The District has a draft of the District organizational chart and is gathering revisions to school-level organizational charts to accurately reflect the instructional roles and responsibilities of leadership.	
11/1/2021-6/30/2022	By	2. The District with building administrators will generate a contact sheet to further clarify roles, responsibilities, and relationships of staff to contact at various levels of need.	Blue	Implementation completed. The District has generated a contact sheet to further clarify roles, responsibilities, and staff to contact at various levels of need, taking the form of a communication chain.	link

FISCAL IMPROVEMENT STRATEGIES

Text of Recommendation (from Annual Plan Update)			Implementation Status of Recommendation as of June 30, 2022	Short Explanation of Status	Links to Artifacts that Support Status Code
Date	Begin/By	Improvement Strategy (Action Steps)			
11/1/2021-6/30/2022	By (Annually)	The Board shall adopt a Budget Development Calendar that details the due dates for submission of budget	Green	Implementation completed. The District adopted a budget development calendar on October 19, 2021.	Link to board agenda can be found here



		documentation such that each phase of the budget process shall be completed timely.			
11/1/2021-6/30/2022	By (Annually)	The Board shall review, and update as appropriate, its budget policies to ensure that they are compliant with applicable laws and regulations.	Green	Implementation completed. This is an ongoing effort. To date, the District held numerous policy committee meetings during the second and third quarter.	Agendas for quarter 3 can be found here: 1/18/22 , 2/1/22 , 3/22/22 .
11/1/2021-6/30/2022	By (Annually)	District staff shall submit to the Board an analysis of the salary schedules, debt payment schedule, and transportation expenditures necessary to inform development of the proposed budget for the succeeding school year.	Green	Implementation completed. The District provided this information to the Board of Education during the 3rd quarter as part of the 2022–2023 school year budget development process.	
11/1/2021-6/30/2022	By (Annually)	District staff shall provide the Superintendent and the Board monthly with an estimate of the projected June 30 fund balance.	Green	<p>Implementation completed. This is an ongoing effort. The District is working on building capacity within the Business Office to assign such tasks. During Quarter 3, the District submitted an estimate of the projected June 30th fund balance analysis.</p> <p>It is projected that the 2022 year end fund balance will be approximately -\$7 million.</p> <p>During 2023, the business office will closely monitor all budget lines to reduce the deficit. All federal and state funding sources will be utilized in accordance with the guidelines.</p>	



				The budget is assessed as purchase requests are submitted, as well as against the expenditure trends of the prior year.	
Fall 2021 (with the development of the 2022–2023 proposed budget)	Beginning	<p>5. The District shall adopt the following policies and practices:</p> <ul style="list-style-type: none"> o The proposed budget shall be based on a strategic examination of current resource use in order to determine the contribution that each investment makes to educational outcomes. o The proposed budget shall be based on a review of expenditure trends and projected expenses, as well as local and state revenue projections. o Assumptions used to develop the proposed budget shall be stated explicitly in the budget document, including projected increases or decreases in enrollment and trends in expenditure growth. o Notes shall be added to the 2022–2023 budget to explain any unusual line-item budget expenditures or revenues. The explanation notes must be completed to align with the proposed 2022–2023 budget. The explanation notes which are to be appended to the 2022–2023 Budget will give the reader further insight to budgetary changes. o District staff shall be provided written guidance and procedures regarding 	Green	<p>Implementation completed. The District framed the 2022–2023 school year budget by ensuring strategic examination of current resources to determine the contribution that each makes to educational outcomes. The budget is based on a review of expenditure trends and projected expenses. Revenues were also analyzed to ensure assumptions are data driven.</p> <p>The District 5 Year Projection indicates anticipated deficits commencing in the 2023-2024 school year due to the expiration of Federal stimulus funds.</p> <p>At the beginning of the 2022- 2023 school year, there will be a districtwide review of expenditures, All department heads will perform this review.</p> <p>The District will determine which costs will be eliminated to improve the financial status of the District.</p>	2023 Budget.pdf



		<p>budgetary objectives and budgetary procedures.</p> <ul style="list-style-type: none"> o The budget development process shall be informed by the guidance on budget development that the NYSED provides to the Monitors. o Within the context of expected revenues, the proposed budget shall allocate the resources needed to implement the academic components of the Plan and be adequate to ensure that all students are able to meet State standards. o Within the context of expected revenues, the budget shall allocate funds to support increases in extracurricular activities, course offerings, non-mandated support services, non-mandated art and music classes, programs and services for English language learners and students with disabilities, and maintenance of class sizes. o The proposed budget shall be aligned with the Plan. o The proposed budget shall take into account external factors that affect the projected tax base and enrollment numbers. 			
11/1/2021-6/30/2022	Begin	6. District staff shall conduct monthly analysis of expected revenues and expenditures to ensure that they remain	Green	Implementation completed. This is an ongoing effort. The District has satisfactorily completed this ongoing activity. The District is developing cash flow management that will reconcile to the	



		reasonable. This shall be made available to the Board and public.		Treasurer's reports and internal financial software, nVision.	
11/1/2021-6/30/2022	Begin	7. School leadership and Department leads shall institute the practice of cross referencing line-item expenditures, per department, per budget code to ensure monies to be obligated are aligned with the District's long-term strategic academic goals.	Blue	Implementation completed. During the Leadership Summit in August 2022, the District administration ensured all principals and department leads had the resources they needed to participate actively in the development of their budgets. The District is working to ensure cross referencing of line-item expenditures is implemented per department and per budget code so that monies that are obligated are aligned with the District's long-term strategic academic goals. As the result of implementation of nVision, school administrators can review their budgets at all times. This includes open purchase orders.	
11/1/2021-6/30/2022	Begin	8. District staff shall provide the Board with quarterly reports (i.e., for the period ending October 1, January 1, April 1, and August 1) that identify any significant changes to projected revenues and/or expenditures and any actions that must be taken by the District and/or Board to address the changes.	Green	Implementation completed. The District is providing monthly reports to the board as it relates to significant changes to the projected revenues and/or expenditures.	<u>Monthly Treasurer's report</u>
11/1/2021-6/30/2022	Begin	4. The District shall implement a process by which new Business Office staff are trained in how to submit invoices for services, STAC billing, and the billing of	Green	Implementation completed. The District has hired two Accountant I's in the Funded Office and the Office of Student Services to enhance internal capacity within the Business Office.	<u>OFP Audit Efficiency Action Plan.pdf</u>



		<p>other school districts that have students enrolled in the District and have received health and welfare services. Beginning October 1, 2021, provision of such training shall be tracked and documented.</p>		<p>The District has been active in implementing training for staff to ensure the District is maximizing revenue.</p> <p>Observations were noted during the Intensive Review of Funded Programs and Nonpublic School Support, conducted during the 2021–2022 school year by Tobin & Company, the District’s internal auditors, in regard to audit tracking, decentralized nonpublic student data, and inaccurate count of eligible students</p> <p>The Office of Funded Program has taken various steps to implement the recommendations of the internal auditors.</p> <p>A training session for nonpublic schools in regard to submitting accurate student count data was held. An Auditor/Compliance Coordinator was hired. Funded program has plans to purchase software for maintaining controlled centralized data related to Funded Programs.</p>	
<p>11/1/2021-6/30/2022</p>	<p>By</p>	<p>1. The District shall complete a study to determine what should be the proper level of personnel and/or contracting needed by the Office of Federal Funds to achieve the Measurable Objectives for which it is responsible. The study should include</p>	<p>Green</p>	<p>Implementation completed. The District has hired two Accountant I’s in the Funded Office and the Office of Student Services to enhance internal capacity within the Business Office. The District has been active in implementing</p>	



		comparisons to other similar New York State school districts and take into account the need for staffing levels to be sustainable over time.		training for staff to ensure the District is maximizing revenue.	
11/1/2021-6/30/2022	By	3. Office of Federal Funds staff will receive training so that they are able to conduct any federally supported procurement process in a manner consistent with the Uniform Grants Guidance and the General Municipal Law.	Green	Implementation completed. This is an ongoing effort. The District engaged with a consultant to ensure staff in the Office of Federal Funds are trained on Uniform Grants Guidance and General Municipal Laws. Additionally, the District recruited to increase capacity in adherence to these guidelines.	Leadership Summit Agenda
11/1/2021-6/30/2022	By	2. The District shall maintain a fully staffed Office of Federal Funds and have in effect such contracts as have been determined to be needed in accordance with the study of Office needs.	Green	Implementation completed. This is an ongoing effort. The District is in the process of building capacity within the Office of Federal Funds. The District has thus far added an additional grant auditor and a grant accountant. The addition of a grant administrator to manage fiscal and program compliance is being reassessed.	
11/1/2021-6/30/2022	By	The Assistant Superintendent for Business/Supervisor of Fiscal Services will ensure that all bid processes and specifications align with operational standards of practice and Government Accounting Standards.	Green	Implementation completed. The District's purchasing department has worked closely with District leadership and the State appointed Fiscal Monitor to establish a schedule of services to bid. The District developed a plan for bids to be solicited during the 2022–2023 fiscal year and continuing in the foreseeable future.	



11/1/2021-6/30/2022	By	1. Each year thereafter, the Purchasing Office shall develop and disseminate an annual calendar of services to bid, which shall include date of bid; date of Board approval, and effective date of service.	Green	Implementation completed. The District has completed this implementation strategy.	
11/1/2021-6/30/2022	By	3. The District shall send memos to all departments and buildings leaders that reiterate the District’s purchasing guidelines and specify policies relating to the proper and improper use of confirming purchasing orders. These memos shall be provided to all new department staff and building leaders and updated and redistributed annually prior to the start of the new school year	Blue	Implementation completed. The District sent memos to all departments and school leaders in early September that reiterated the District’s purchasing guidelines and specific policies relating to the proper and improper use of confirming purchase orders. Additionally, the District provided specific training to all school leaders during the “Leadership Summit” hosted in late August, prior to the commencement of school. The District has implemented monitoring procedures to minimize confirming purchase orders and will continue to provide oversight and training, as needed.	<p style="text-align: center;"><u>Artifact 1</u> <u>Artifact 2</u></p> <p style="text-align: center;"><u>Leadership Summit Agenda</u></p>
11/1/2021-6/30/2022	By	4. The District shall send memos to all current vendors informing them that if a purchase is made without proof of a purchase order, then the District shall not be obligated to make payment to the vendor. This memo shall be sent to all new prospective vendors and redistributed prior to the start of each school year to all current vendors.	Green	Implementation completed. The District implemented and completed this strategy by the 4th quarter.	



11/1/2021-6/30/2022	By	5. The District shall submit to the Fiscal Monitor a plan for how relevant staff will be trained in appropriate purchasing practices. The plan shall be implemented upon approval by the Monitor, and the District shall provide such documentation as is requested by the Monitors to demonstrate implementation of the plan.	Green	Implementation completed. This is an ongoing effort. The District has worked closely with the State appointed Fiscal Monitor to establish the training protocol for purchasing practices. The District has provided training to clerical staff at the building-level to ensure sound purchasing practices are in place. Ongoing training is scheduled during the 4th quarter and again in August 2022.	
11/1/2021-6/30/2022	By	6. The District shall readopt a policy by which staff who repeatedly violate District purchasing policies may be held accountable through the District's discipline policy, and, where appropriate, reimburse the District for the purchases using their own funds.	Green	Implementation completed. This is an ongoing effort. The District began to assess claims audit reports to identify habitual instances of confirming purchase orders. The District has developed memos that will go to each employee who violates the purchasing policies. The District has implemented this process during the 4th quarter.	Artifact
11/1/2021-6/30/2022	Begin (Annually)	7. The District shall annually review each shared service agreement to determine whether cost savings may be effectuated by having the District provide the service directly.	Blue	Implementation completed. The District reviewed each shared service agreement during the development of the 2022–2023 school year budget with each stakeholder to determine whether cost savings may be effectuated by having the District provide the services directly.	
11/1/2021-6/30/2022	By	1. Following the conclusion of the External Auditors Year-End Financial Statement, the District shall review historical trend data and draft a five-year fiscal plan.	Blue	Implementation completed. The District utilized historical trend data and point in time data to develop a five-year fiscal plan. Such information was presented to NYSED during the scheduled budgetary call on 3/8/22. The	5 Year Financial Plan.pdf



				five-year fiscal plan was updated and resubmitted to NYSED on 8/5/22.	
11/1/2021-6/30/2022	By	4. The District shall create a budget development form that shall be used by Department leaders to input their expenditure requests.	Blue	Implementation completed. The District provided school leaders with a form to input expenditure requests. Such form was used while creating the budget for the 2022–2023 fiscal year.	Examples of the data analysis with trend data can be found here . An example of a submission from a building can be found here .
11/1/2021-6/30/2022	By (Annually)	5. The Business Office shall provide each office and school leader with explicit instructions regarding their role in the budget development process and the timelines for deliverables.	Blue	Implementation completed. The District provided each school leader with explicit instructions regarding their role in the budget development process and the timelines for deliverables. The District intends to monitor this as it continues to develop the 2022–2023 school year budget.	
11/1/2021-6/30/2022		1. The District shall ensure that all auditor suggestions, concerns, and areas for improvement, are resolved. All noted deficiencies are addressed and cured.	Green	Implementation completed. This is an ongoing effort. Upon completion of the external audit, the District has worked to identify and address all auditor suggestions, concerns, and areas of improvement to ensure they are resolved timely and to ensure all noted deficiencies are addressed and cured. The deficiencies have been addressed.	Audit Action Plan.pdf



				<p>Business Office and Treasurer will ensure all processes are fully implemented during the 2023 school year.</p> <p>Ongoing effort and monitoring of the Action Plan will be performed by Business Office and Treasurer.</p>	
11/1/2021-6/30/2022	By	2. The District shall complete an upgrade of the current financial software package. The new financial software package shall be integrated with the systems used by the Human Resources department. The Monitors must be allowed read only access to the new financial and personnel software.	Yellow	Implementation completed. The District is in the process of upgrading the current financial software package. The new financial software package shall be integrated with the systems used by the Human Resources Department. The monitors will be allowed read only access to the new financial and personnel software.	
11/1/2021-6/30/2022	By	3. The District shall complete training of staff from the Business Office, Human Resource Office, Payroll Office, Benefits Office, Treasurer, Deputy Treasurer, Information Technology staff, all department heads, and all school leaders in the appropriate use of the new financial system. This will allow them to know how to review their budget codes in real time.	Yellow	Implementation completed. The District is in the process of scheduling training for staff from the Business Office, Human Resource Office, Payroll Office, Benefits Office, Treasurer, Deputy Treasurer, Information Technology staff, all department heads, and all school leaders in the appropriate use of the new financial system.	
11/1/2021-6/30/2022	Begin	6. The District shall implement updated procedures to alert residents of important updates and ensure residents have information with the greatest amount of notice.	Green	Implementation completed. The District has implemented several strategies to ensure the residents are informed of important updates. Such examples include Family University, social media posts, website posts, financial	



				updates at every board meeting, and periodic town halls to foster community engagement.	
11/1/2021-6/30/2022	By	2. The District shall complete a routing efficiency study of current bus routes to ensure maximum cost effective transportation efficiency. Recognizing that all buses are equipped with GPS and/or the District's routing software, Versatrans, which can track and evaluate efficiencies, the District shall include in the routing study assessments of morning and afternoon ridership at each school, seat utilization, and efficacy of pick-up and drop-off times.	Green	Implementation completed. The District engaged School Bus Logistics to assist in managing the integrity of the routing data. The result of their findings resulted in the District revamping the manner in which data is managed at the District level. Examples include recording student transportation requests in VersaTrans, developing a system in which the District would have tangible data to reference related to public school student needs, etc. Beginning January 1, 2022, the District informed all parents in nonpublic schools of the need to submit transportation applications by April 1, 2022. This was accomplished and realized savings for the District.	
11/1/2021-6/30/2022	By (Annually)	5. The Board shall adopt a revised transportation policy that reflects the ability of the District to maintain structurally balanced budgets based on projected revenues and expenditures as informed by the District's five-year transportation cost study, which shall be incorporated into the five-year financial study.	Yellow	Implementation completed. The District has discussed with various community stakeholders transportation expenditures and the inability to continue with such expenses. This is an ongoing effort.	



11/1/2021-6/30/2022	By	1. The Board shall appoint an appropriately certified Director of Facilities.	Blue	Implementation completed. The District hired a new Director of Facilities. The start date was December 15, 2021.	
11/1/2021-6/30/2022	By	4. The Director of Facilities shall establish standards, procedures, and a schedule for the regular cleaning and routine maintenance of each District facility, which shall be approved by the Board and the Monitors.	Red	Implementation not completed. Due to lack of staff and construction projects, this task was not accomplished.	
11/1/2021-6/30/2022	By	5. The District shall develop or adopt a rubric to be used to conduct quarterly inspections and assign grades to each facility.	Red	Implementation not completed. Due to lack of staff and construction projects, this task was not accomplished.	
11/1/2021-6/30/2022	Begin	6. The District shall conduct for each District facility quarterly inspections and assign grades to each facility based on its adherence to standards for cleanliness and routine maintenance. A copy of the grades assigned and the rationale for the grades shall be provided to the Board within 30 days of the conclusion of each quarter. Any corrective actions needed shall occur in accordance with the schedule stipulated in the report.	Red	Implementation not completed. Due to lack of staff and construction projects, this task was not accomplished.	



11/1/2021-6/30/2022	Begin	7. The District shall establish and implement a policy for the issuance of uniforms to all custodial and maintenance staff, which shall include the use, care, cleaning, and replacement of such uniforms.	Yellow	Significant progress made, but recommendation not yet implemented. Uniforms have been purchased. However, use of them is to be enforced by the new custodial supervisor, when hired. Interviews are currently ongoing.	
11/1/2021-6/30/2022	Begin	8. The Board shall appoint members to a committee to develop recommendations for incorporation into the Five-Year Capital Plan. The committee shall issue its report by March 2022, which shall include recommendations regarding whether current District footprint is adequate to meet the needs of current and future students.	Yellow	Significant progress made, but recommendation not yet implemented. The board has not yet established a facilities committee that meets regularly to develop recommendations for the five-year capital plan. The District anticipates having this completed by June 2023. CSArch, District Architects, shall begin the districtwide survey during the fall months. Upon completion of that report, it will be provided to the Board of Education. CSArch dedicated their efforts to the American Rescue Plan construction projects.	
11/1/2021-6/30/2022	By	2. All budget lines in the Office of School Facilities shall be filled. All subsequent vacancies shall be filled within 60 days.	Yellow	Significant progress made, but recommendation not yet implemented. The Director of Facilities worked with the Assistant Superintendent for Business to identify budgetary needs for the maintenance of all school buildings. Vacancies have been analyzed to make recommendations on the appropriate structure of the facilities department. The Office of Facilities has completed the interview process and will be making recommendations for the new positions	



				that resulted from the analysis of the Facilities Department structure. The Personnel Office is working through Civil Service to fill vacated positions. Efforts are ongoing to fill open positions.	
11/1/2021-6/30/2022	By	3. The Director of Facilities shall submit a plan to the superintendent for the supervision of the custodial, maintenance, and grounds staff. Within 30 days of submission, the superintendent shall approve the plan or modify it and return it to the Director of Facilities, who shall begin implementation of the plan immediately upon receiving it from the superintendent	Yellow	Significant progress made, but recommendation not yet implemented. The Director of Facilities is working on developing a supervisory plan for all custodial, maintenance, and grounds staff. This is an ongoing effort.	
11/1/2021-6/30/2022	Begin	3. All expiring professional service contracts, including for legal, banking, accounting, and transportation service, shall be publicly bid at intervals of no more than three years.	Green	Implementation completed. The District identified all expiring professional services contracts and has developed a schedule to ensure they are all publicly bid at intervals of no more than 3 years.	
11/1/2021-6/30/2022	Begin	1. The District shall prohibit potential vendors from participating in the development of bid solicitations, Request for Proposals, etc., except to the extent that all potential vendors have equal opportunity to participate (e.g., respond to Request for Information; submit questions).	Blue	Implementation completed. The District follows General Municipal Law and therefore prohibits potential vendors from participating in the development of bid solicitations, Request for Proposals, etc., except to the extent that all potential vendors have equal opportunity to participate (e.g., respond to Request for Information; submit questions).	



11/1/2021-6/30/2022	Begin	2. In accordance with a timeline established by the Monitors thereafter, Board members shall receive training on the roles and responsibilities of Board members in the contracting process.	Yellow	Significant progress made, but recommendation not yet implemented. The District is working to ensure that board members receive training on the roles and responsibilities of board members in the contracting process.	
11/1/2021-6/30/2022	By	4. The Purchasing Office shall review all contracts that expire during the next 12 months, including professional contracts, to ensure that pricing reflects current market costs.	Blue	Implementation completed. The District worked with the Purchasing Office to review all contracts that expire during the next 12 months, including professional contracts, to ensure that pricing reflects current market costs. There is a plan in place that reflects the bidding needs of the District for the 2021–2022 fiscal year.	



GUIDANCE FOR COLOR CODING RECOMMENDATIONS IN 2021-2022 ANNUAL REPORT

Part II contains the district’s assessment of the implementation status of each of the recommendations contained in the academic and fiscal improvement plans. The table below provides directions on how the status of each recommendation are coded (blue, green, yellow, red, or NA) based on the timeline by which a recommendation was required to be implemented and whether the recommendation involved a non-recurring (e.g., one time) or recurring (e.g., annual) activity. To the maximum extent possible, the district provides links to evidence that supports a blue, green, or yellow code for the implementation status of a recommendation.

Recommendation Completion Date	Blue	Green	Yellow (Potential Plan Violation)	Red (Plan Violation)	NA
Non-recurring activity required to be completed prior to March 31, 2022	Recommendation fully implemented by June 30, 2022			Recommendation not yet fully implemented by June 30, 2022	
Non-recurring activity required to be completed by June 30, 2022	Recommendation fully implemented by June 30, 2022		Significant progress made, but recommendation not yet implemented.	Little or no progress made to implement recommendation.	
Non-recurring activity required to be completed on or after July 1, 2022	Recommendation fully implemented by June 30, 2022	Recommendation projected to be fully implemented by due date.	Activity underway but not projected to be completed by due date	No significant actions taken during the 2021-2022 school year to implement the recommendation.	No activity was expected to occur during the 2021-2022 school year to implement the recommendation.
Non-recurring activity with no specific due date.	Recommendation fully implemented by June 30, 2022	Significant progress has been made towards full implementation of the recommendation.	Some progress has been made towards full implementation of the recommendation.	Little to no progress has been made towards implementation of the recommendation.	No activity was expected to occur during the 2021–2022 school year to



					implement the recommendation
Annual activity expected to be completed prior to March 31 each year		Recommendation fully implemented by June 30, 2022		Recommendation not fully implemented by June 30, 2022	
Annual activity expected to be completed between April 1 and June 30 each year or with no specific due date.		Recommendation fully implemented by June 30, 2022	Significant progress made, but recommendation not yet implemented	Little or no progress made to implement recommendation	
Activities that are expected to be completed more than once during a year (e.g., quarterly, monthly, weekly)		The activity was completed almost all of the time on-time during the year. (e.g., the district was required to submit 10 monthly reports by the first Friday of each month and 9 of the 10 reports were submitted on time.)	The activity was complete at least half of the time on time during the year. (e.g., the district was required to administer a districtwide ELA interim assessment each marking period and 2 of the 4 assessments were administered on time.)	The activity was complete less than half of the time on time during the year. (e.g., the district was expected to conduct 8 parent workshops between January and June and only 3 parent workshops were completed during that period).	