

East Ramapo Central School District
A unified community educating the whole child



SUPERINTENDENT DR. CLARENCE G. ELLIS
90-DAY PLAN

90-Day Plan: Superintendent Clarence G. Ellis



Dear East Ramapo Families, Employees and Community Members,

I am humbled and honored to have been chosen to lead this amazing organization. East Ramapo Central School District has a reputation of being committed to meeting the multiple needs of its students who are from varied backgrounds and cultures. I am impressed by East Ramapo's desire to give students a competitive edge by providing high-leverage learning opportunities. I couldn't be happier to be joining this team.

As the son of immigrant parents who stressed that education is the key that unlocks the doors of opportunity, I hold this same philosophy for the students and families of East Ramapo. My career has been dedicated to ensuring all students have the opportunity to reach their goals and dreams. This will be my focus as your Superintendent.

My commitment to you is to always work together, listen, and take immediate and appropriate action for the benefit of all children.

I am pleased that this 90-Day plan takes a thoughtful approach to engaging the voices of all stakeholders. Therefore, the plan provides as many opportunities as possible for me to interact with our community for the purpose of learning from you. The key to building the school district that we all want is to engage the community while striving for excellence and ensuring equity for our students.

The plan is organized around four primary pillars: Teaching & Learning, Building Strong Relationships, Professional Learning and Efficient Systems.

I look forward to getting to know this community, meeting you and hearing your thoughts.

Sincerely,

A handwritten signature in blue ink that reads "Clarence G. Ellis". The signature is fluid and cursive.

Dr. Clarence Ellis, Superintendent
East Ramapo Central School District

90-Day Plan: Superintendent Clarence G. Ellis

MISSION and VISION



Our MISSION

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

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

Our VISION

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

We will become proficient in all that we do.

Our SHARED VALUES

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

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

- Trust and open communication
- Confidence
- Collaborative relationships
- Mutual respect and ethical behavior
- Diversity and inclusiveness
- Excellence

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PRIORITY GOALS

Our PRIORITY GOALS

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

Goal 1: Success in the Early Years

Every student will demonstrate social, emotional, and academic readiness to meet or exceed grade-level standards by the end of second grade.

Goal 2: Healthy, Safe, Supported, Engaged, and Challenged

Every student will be challenged, in a safe learning environment, to be a productive and engaged citizen capable of meeting high expectations

Goal 3: Motivated, Confident, Empowered Critical Thinkers

Every student will demonstrate ownership of his/her education and be fully engaged in becoming critical, creative-thinking goal-setters

Goal 4: Mastery of Academic Subjects and the Arts

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

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

Every student will graduate from high school prepared for college, career, and post-secondary experiences.



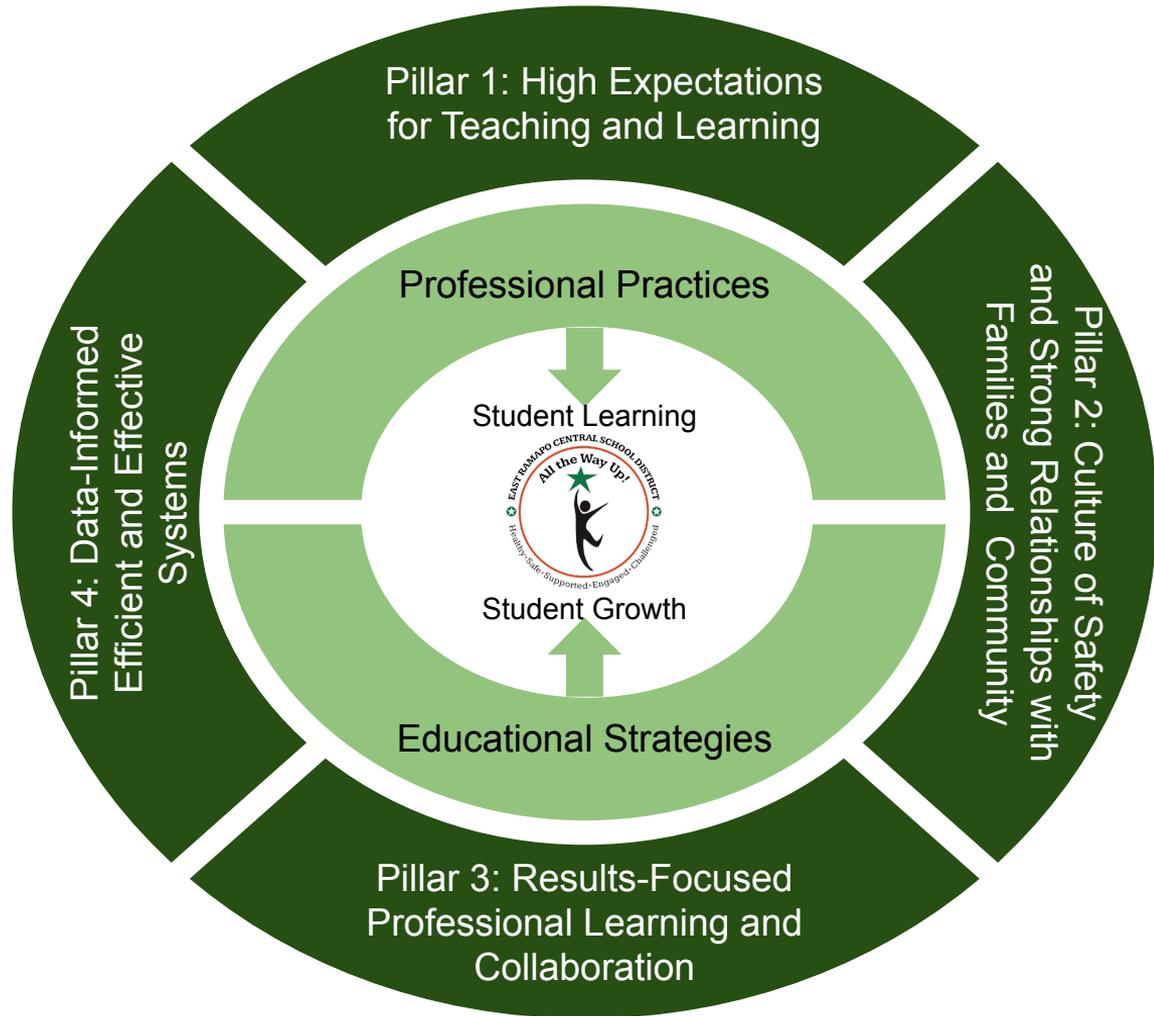
Our Theory of Action

IF educators individually and collectively exercise key professional practices and educational strategies framed by our four pillars and geared towards building student competencies and confidence for success,

THEN students will

- (1) demonstrate success in the early years,
- (2) exhibit healthy, safe, supported, engaged, and challenged behaviors;
- (3) be motivated confident, and empowered critical thinkers;
- (4) show mastery of academic subjects and the arts;
- (5) graduate from high school and show readiness for college and careers,

AND we will realize our Vision of being proficient in all that we do.



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PLAN OVERVIEW

The purpose of this plan is to outline my first 90 days as Superintendent of East Ramapo Central School District. By building on the great successes of the past and creating new, long-term relationships, I believe that together we can make East Ramapo Central School District one of the best school districts in the country. While this plan outlines specific actions, I fully expect that it will grow and adjust during my first 90 days, as I hear and learn more every day.

This plan will strive to meet the high leveraging educational strategies found in our pillars:



PILLAR 1: High Expectations for Teaching & Learning

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

PILLAR 3: Results Focused Professional Learning & Collaboration

PILLAR 4: Data Informed Efficient and Effective Systems

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PILLAR 1: HIGH EXPECTATION FOR TEACHING & LEARNING

Teachers with high expectations believe in their students and in their students' ability to learn. We will provide teachers with the learning tools they need to help students meet and exceed goals and to attain positive learning outcomes. Teaching and Learning is multi-faceted and requires various, but congruent strategies. We will harmonize the strategies by providing a clear theory of action and providing educators with the support needed to effectively carry out the efforts with confidence.

My Commitment to ERCSD: In my first 90-days, I will...

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

1.2 Strengthen student engagement and ownership of learning, and implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation.

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

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PILLAR 1: High Expectations for Teaching & Learning ACTIONABLE STEPS

30 DAYS End of July	<ul style="list-style-type: none">• Visit every school to meet with students, principals, teachers, and support staff• Meet individually with each School Board Member to better understand the needs of the district• Analyze district efforts to develop educators and school leaders• Launch a task force to develop recommendations for providing teacher development on “trauma-informed care” practices
60 DAYS End of August	<ul style="list-style-type: none">• Conduct an audit of district curriculum, assessments and instructional material to determine research-based alignment; Culturally Responsive-Sustainable Education Framework• Launch a curriculum refinement process that will embed <i>equity</i> within the instructional experiences for students K-12• Review the district and school improvement processes to determine where equity practices can be embedded in the process to improve student outcomes• Conduct a review of supports and implementation strategies for educators of English Language Learners (ELL) and Students with Disabilities strategies• Assess current district efforts around early literacy to ensure all students have equitable access to the instruction and resources needed to read at grade level by the end of third grade
90 DAYS End of September	<ul style="list-style-type: none">• Launch advisory cabinets consisting of teachers, school leaders and students• Launch a recruitment campaign focused on attracting teachers committed to serving our schools

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PILLAR 2: CULTURE of SAFETY and STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY

Family engagement has a lifelong impact on the lives of children and communities. Thus, we will actively build strong engagement with families by using research-based and time-friendly approaches. We will engage families in training and collaborative sessions that provide access to school and community resources.

My Commitment to ERCSD: In my first 90-days, I will...

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

2.2 Educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students.

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

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PILLAR 2: Culture of Safety and Strong Relationships with Families & Community **ACTIONABLE STEPS**

30 DAYS
End of July

- Meet with all parent leadership teams
- Create advisory groups composed of diverse community members representing different aspects of our community
- Establish monthly parent workshops
- Launch a task force to develop recommendations for embedding parent engagement practices in all schools

60 DAYS
End of
August

- Meet with all elected officials for East Ramapo Central School District
- Hold Community Town Hall Meetings to facilitate transparent communication about the state of the district
- Hold school-based forums to educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students
- Ensure students are learning in safe environments by assessing all current district practices related to school safety, including safety protocols and school safety plans

90 DAYS
End of
September

- Launch a monthly communication to highlight district efforts and celebrate successes
- Hold Superintendent PTA/PTO Council Meetings
- Establish and promote school-wide engagement in two-way dialog with parents regarding social-emotional needs

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PILLAR 3: RESULTS FOCUSED PROFESSIONAL LEARNING & COLLABORATION

Professional learning should be effective. Providing results-focused professional learning ensures the connection between professional learning and better teaching. We will offer ongoing professional learning, while implementing high-functioning structures and processes to strengthen a culture of continuous improvement.

My Commitment to ERCSD: In my first 90-days, I will...

3.1 Provide ongoing professional development and instructional coaching focused on effective implementation of the Foundational 5 teaching practices by every teacher, in every classroom, every day.

3.2 Provide continuous professional learning, coaching, and support to principals and school instructions leadership teams to accelerate their proficiency relative to the five Leverage Leadership Competencies.

3.3 Implement high-functioning structures and processes to strengthen growth mindset; data-informed, rigorous planning; hybrid/virtual learning platforms; collegial collaboration; and culture of continuous improvement.

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PILLAR 3: Results Focused Professional Learning & Collaboration **ACTIONABLE STEPS**

30 DAYS
End of July

- Assess the number of teachers attending professional development
- Assess the quality of the professional development teachers are receiving with an emphasis on teachers of SWDs and ELLs
- Evaluate professional development offerings to determine quality (equity and classroom focused, intensive, data-informed, sustainable, job-embedded, and collaborative)

60 DAYS
End of August

- Assess current professional development efforts and capacity for meeting the training needs of principals, teachers, and central District staff
- Determine the degree to which it is job-embedded, differentiated, and student-achievement directed
- Determine the degree that professional learning focuses on the improved academic performance of all learners, including SWDs and ELLs
- Do a "deep dive" in determining how much of the budget is devoted to professional development and how and if it is being assessed

90 DAYS
End of
September

- Invest in ongoing teacher professional development
- Create a common understanding of quality instruction
- Review process for Professional Learning Communities and collaborative team meetings in every school
- Create or enhance the district's process for engaging teachers in Professional Learning Communities and collaborative team meetings

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PILLAR 4: DATA INFORMED EFFICIENT AND EFFECTIVE SYSTEMS

Using data to make informed decisions continues to support academic, emotional and the social growth of students. We will leverage effective data-informed practices by creating efficient and effective systems. Educators will engage in systems to track student performance to simplify instructional decisions; thereby, ensuring that students are making positive outcomes.

My Commitment to ERCSD: In my first 90-days, I will...

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

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

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

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PILLAR 4: Data Informed Efficient and Effective Systems **ACTIONABLE STEPS**

30 DAYS
End of July

- Assess the district's monitoring systems of instructional practices, interventions, and attendance
- Clarify what monitoring methods are used to ensure all students are present, performing at grade level and are receiving appropriate and targeted interventions

60 DAYS
End of
August

- Conduct root-cause analysis of student outcomes
- Conduct a deep review of implementation of data-informed strategies to address the needs of English Language Learners (ELL) and Students with Disabilities (SWD)
- Identify implementation strategies currently used to monitor instructional impact and student achievement across the district

90 DAYS
End of
September

- Review assessment systems to determine which systems meet the needs of the district
- Implement identified strategies
- Collect data using a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents

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