

EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT



Strategic Plan: Moving Forward 2019-2025





Strategic Plan Components

Specific values are at the heart of our culture because they are levers that drive us towards achieving shared vision. Throughout this plan, three core values are prioritized:



Foundational Priorities:

<p>We will prepare all students to be college and career ready by raising the academic and social emotional learning bar and closing the PreK-12 gaps to student achievement and college completion.</p>	<p>We will create effective organizational systems that reinforce equity and excellence.</p>
<p>We will engage parents, students, staff, and community in two-way communications focused on equity and excellence.</p>	<p>We will recruit, hire, develop, and retain a diverse and premier workforce.</p>



Goal 1

Prepare all students to be college and career ready by raising the academic and social emotional learning bar and closing the PreK-12 gaps to student achievement and college completion.

Guiding Principle 1

We, as a community, are responsible for the future success of all East Irondequoit students. We will close the gaps and raise the bar for all simultaneously.

Actions

Academic Growth

Academic growth for all students

1. Establish grade and school performance targets to track academic growth at the ESSA expected rate.
2. Conduct annual “readiness assessments” for each school focused on improved implementation of curriculum, instruction, formative assessment, embedded technology and Professional Learning Communities (PLCs).
3. Develop competencies with all teaching staff with respect to differentiation and personalization for content, process and product by readiness, interest and learning profile.
4. Ensure that all students have equal opportunity and access to rigorous coursework, along with the needed systematic supports and extensions to maximize each learner’s potential
5. Foster student ownership through goal setting and tracking personal growth on standards and learning targets
6. Expand staff expertise in tracking student growth through a variety of formative assessments and standards-based summative assessments.



Social Emotional Growth

Social emotional growth appropriate for grade, college, career, civic and community readiness.

1. Ensure that all staff are trained in a normed system of behavioral, social and culturally responsive supports.
2. Articulate vertical and horizontal of structures for social emotional learning inclusive of existing PBIS frameworks as possible.
3. Determine, communicate and support implementation of a framework for students social emotional well-being, inclusive of, but not limited to, trauma informed and/or restorative response. Establish tiered and aligned responsive action.
4. Honor and support all students' cultures, home languages, and other aspects of diversity.
5. Continue to reduce overall suspension rates with a focus on teaching positive behavior, servicing student behavior needs based on data, and reducing exclusionary practices and disproportionality.



District Curriculum

Clear, PreK-12 district standards-based curriculum aligned vertically to college, career, civic and community readiness standards.

1. Update all curricula with appropriate New York State programmatic standards, integrated lessons, assessments, and vertical alignments to college, career, civic and community readiness standards.
2. Analyze curriculum for opportunities to incorporate multiple perspectives and/or culturally relevant or responsive materials and practices.
3. Ensure common pacing charts, common formative assessments and quarterly benchmark assessments across grade levels in common courses for PLCs to progress monitor growth towards goals and inform instruction.
4. Develop tools, practices and supports to streamline assessment for learning.
5. Establish grade level performance criteria for students to demonstrate literacy skills in accessing digital information from multiple sources and evaluating that information critically and competently in all content courses.
6. Defined common grading procedures across grade levels and within individual schools



Instructional Model

Instructional models responsive to local school student data patterns and priorities for lesson design.

1. Provide school-based training for teacher teams to access online student data, aligned with district curriculum.
2. Establish a format tool for teacher creation of high impact lessons, formative assessments, and units for career pathways.
3. Create common planning or PLC structure to continue the production and sharing of integrated, universally designed lessons.
4. Build teachers' capacity to use inquiry and project-based approaches to sustain student engagement and deepen learning.
5. Content area literacy focus for all grades and courses

Close College and Career Gaps

College entry and completion strategies to close the college gap.

1. Increase the enrollment in secondary courses of rigor to reflect the composition of the student body (Middle level Regents, Advanced Placement, Dual Enrollment, Project Lead the Way, International Baccalaureate Diploma Program, etc.)
2. Provide college and career guidance and support strategies that close gaps and ensure equitable access for all students.
3. Pursue and develop CTE pathways

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Goal 2

Engage parents, students, staff, and community in two-way communications focused on equity and excellence.

Guiding Principle 2

The education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders. Family members are full partners with the school in educational decision making that affects their own children; community resources are used to strengthen the school and student learning

Actions

Reciprocal Respect

A culture of mutual respect of differences to guide interpersonal interactions in school and in the community.

1. School climate work is treated as an ongoing effort that is integrated into school and classroom policies and practices
2. Develop tools to improve staff expertise in modeling and teaching culturally competent and social emotional behaviors.
3. Systems incorporate school climate practices within other important district or school initiatives, events and activities, with opportunities for community input.
4. Collect multiple types of data to better understand the school's climate including surveying students, parents and/or staff.
5. Celebrate diversity through messaging, access and expressions of commitments to diversity and inclusion.





Safe and Welcoming Climate

Intentionally welcoming and safe environments where all feel valued and cared for, and where all are given opportunity to form meaningful connections with one another.

1. Safe and Productive Classroom Environments that are culturally aware
2. Solution oriented and upbeat school environments
3. Determine classroom space planning needs and priorities to inform future capital improvement plans
4. Targeted parent engagement nights aimed at increasing participation in schools
5. Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, risk assessment and response
6. Develop systems to address needs of transient students and welcome those who enter during the school year.

Shared Learning/Community Outreach

A district culture that builds community understanding and ownership of our shared vision of creating globally competitive graduates.

1. Day to day decision making and practice is guided and supported by the shared vision; efforts to narrow any gaps between school culture “as is”, and “as envisioned” are ongoing.
2. Practices promote social and civic responsibilities and a commitment to social justice
3. The beliefs, rules and norms are embedded in the school culture and are evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making.
4. Provide enhanced college and career support in high schools including active family engagement in college visits, college marketing, and summer campus options.



Goal 3

Create effective organizational systems that reinforce equity and excellence.

Guiding Principle 3

Schools' most complex problems are best solved by educators and staff collaborating and learning together.

Actions

Safe and Innovative Environments

A proactive plan for facility modernization, student safety and technology implementation

1. Develop and implement a strategic vision in all areas of technology for the district. Facilitate the integration of digital tools and best practices into curriculum and administrative systems.
2. Maximize technology integration for teachers as a teaching and learning tool.
3. Increase the timeliness and safety of school transportation services.
4. Establish prioritized lists of facilities modernization items.
5. Verify capital work is done on time and to expectations.
6. Make financial decisions that recognize economic realities and protect the long term fiscal health of the District.

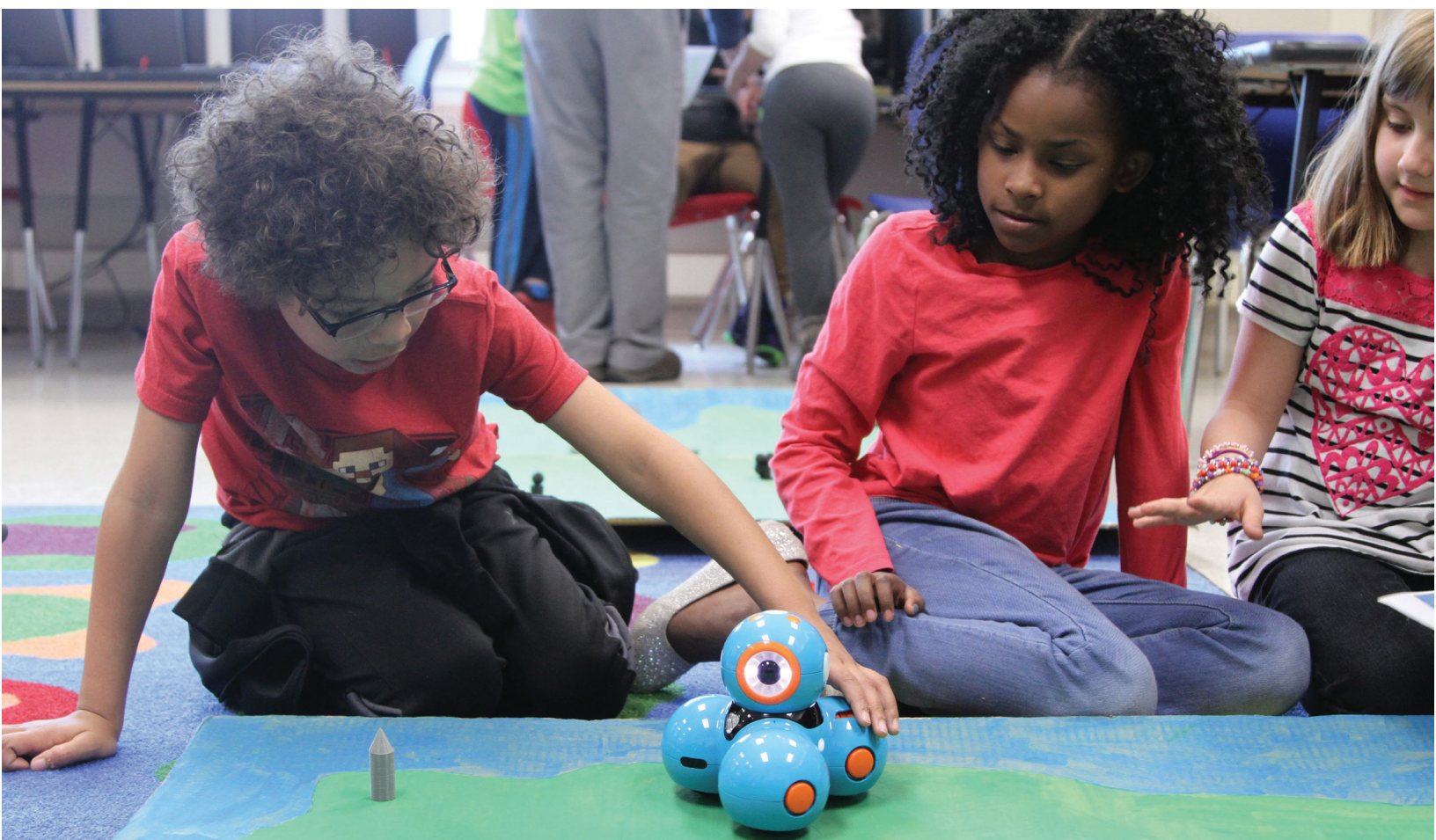


High Pressure, High Support

Accountability to all the strategic plan goals

1. Develop a data dashboard of strategic plan goals at the school and district level. Formative and summative school climate improvement data is monitored for progress on par with all other school improvement data.
2. Utilize curriculum, grade level and team leaders to learn and lead curricular and instructional improvements.

3. Establish online, transparent teacher collaboration sites organized vertically and horizontally to support strategic plan goals.
4. Establish common formats and methods for sharing curriculum, assessment, and instructional strategies, as well as pilots.



Student Access

Resources aligned to student needs and desired outcomes, and then ensure equal access to high-quality resources.

1. Ensure that all students have positive opportunities to learn including equal access to grade level curriculum and high-quality district resources.
2. Provide students with secured web-based access to their academic performance data including grades, attendance and assignments, as well as easy access to digital content and resources that will support their efforts to improve their academic achievement.

Leadership Alignment

School and district leadership will shape the vision of academic success, the commitment to high standards and the success of all students

Collaborative leadership, individual ownership

1. Development of expectations for leadership on messaging of strong instructional climates.
2. Summer administrative focus on reviewing achievement of strategic plan and development of specific actions for following year based on data and input.
3. Establish clearly defined, transparent and communicated Special Education Continuum. Establish mechanism for communication to and from buildings.
4. Allocation of resources to support student learning with consideration given to both academic and nonacademic factors.
5. All staff (BOE, Admins, Teachers, Support Staff) can speak to meaning of Equity and Excellence and support college, career and civic readiness through active monitoring and high expectations related to quality of instruction.





Goal 4

Recruit, hire, develop, and retain a highly dedicated, diverse and premier workforce.

Guiding Principle 4

Effective school systems commit to excellence by recruiting and retaining a diverse group of faculty and staff and by creating a climate of respect that is supportive of their success.

Actions

Diversify Staff

Equity and excellence through diverse staff hiring based on proven performance

1. Increase staff of color hires with proven experience in both credentialed and non-credentialed areas.
2. Partner with college and university systems to build a predictable pipeline of diverse, highly effective new candidates.
3. Cultivate an interest in teaching as a career option amongst our own students, particularly students of color.
4. "Sell" East Irondequoit when promoting East Irondequoit. Use social media, local civic groups to push message of why we need to diversify.

Proven Approaches

Systemic sharing of best-we-know practices within and across schools.

1. Strengthen PLCs at all schools by promoting school-based professional development, formative assessments, and increasing internal leadership capacity.
2. Principals meet to present their own successful practices with and amongst colleagues.
3. Increased teacher leader participation in data meetings, coaching and programmatic and standards roll out.
4. Exit interviews are standard should a staff member elect to leave position/district.

Educator Capacity

Educator capacity through embedded instructional coaching, modeling and integrated instructional technology.

1. Utilize school-based staff for modeling what great instruction should look like in a diverse classroom of student needs.
2. School-based TOSAs/coaches/mentors, instructional technology supports, grade and team leaders support the development of probationary and tenured staff.
3. Strengthen mentoring by developing professional development for mentors with clearly established and understood roles and responsibilities of mentors.
4. First year(s) PD for new teachers focused on district priorities, initiatives and/or goals. Mentors trained on same and co-lead the sessions with district administrators when possible.

Professional Learning

Delivery of customized professional development in a variety of settings, platforms and methods.

1. Reduce teacher and principal time away from school. Utilize electronic learning, school-based collaborations, and after-hours professional development.
2. Emphasize Differentiated and Personalized Professional Learning.
3. Engage teachers in leadership positions to best develop structures for collegial learning.
4. Call attention to Social Emotional Learning and the various tools, research and supports able to be leveraged.



