

Strategic Priorities and Goals for the 2021-2022 School Year

A Meaningful Diploma For All Students



Our Mission:

- The Ballston Spa Central School District will provide an excellent education that maximizes the potential of <u>each</u> student.
- In partnership with the family and community, our students will become responsible and well-rounded adults.

Our Vision:

A Meaningful Diploma For All Students



A Meaningful Diploma For All Students

Means that our students will:

Read, Write, Think, and Learn well – because we
intentionally, explicitly, and systematically taught them to

ACROSS ALL CONTENT AREAS and IN A VARIETY OF SETTINGS

- Be well physically, socially, emotionally, and mentally because we know and support our kids
- Be citizen-ready because of the opportunities and experiences that we provide them both in school and outside of school.



Our Strategic Points of Focus

A <u>meaningful diploma</u> requires the intentional development of knowledge, skills and dispositions within our students which collectively allow them to access as many post-secondary pathways as possible in career, college, technical training, and/or the military. To accomplish this development in each of our students, we will focus on increasingly effective:

- Curriculum Development and Implementation By creating, adapting, and/or adopting a K-12 cohesive curriculum which reflects the increasing diversity of our district, region, state, and country and develops/enhances students' on grade-level abilities in *reading* (across content areas and genre types); writing (to communicate to a variety of audiences on a variety of topics); speaking (to a variety of audiences and in a variety of contexts); mathematical understandings (in line with the standards of mathematical practices); and, as a result, students' thinking abilities as applied to a variety of complex problems;
- Increasingly Effective Instruction By developing/enhancing teachers' instructional
 abilities through an understanding of how students learn, research-informed
 instructional techniques and frameworks including the Response to Intervention
 (RtI)/Multi-tiered System of Supports (MTSS) model, and effective feedback models from
 peers and supervisors;
- Instructionally Meaningful Assessments By developing and enhancing clear understandings of the purpose and design of effective assessments and how they can be utilized to improve teaching and learning;



Our Strategic Points of Focus (2)

- **Positive Student Behavior and Wellness** By promoting student wellness through structured interventions which have a sound basis in educational research and by developing/enhancing staff abilities to identify and mitigate, minimize, and/or correct student behavior which is disruptive to student learning so as to create a safe, secure, and welcoming environment for teaching and learning;
- Recruitment, Retention, and Development of Personnel By investing in promising practices for employee recruitment of diverse candidates and ongoing, targeted professional learning opportunities, proven methods of evaluation, and feedback;
- Proactive, Transparent, and Substantive Two-Way Communications By developing useful/helpful internal and external communications including two-way communications with families to generate feedback on the development of clear processes and protocols; and
- **Long Term Planning** By investing in programs, structures, and strategies that are proven to positively impact student learning opportunities and outcomes.

A Meaningful Diploma For All Students



DRAFT Goals for 2021-2022

Curriculum Development and Implementation

- By June, 2022, all elementary schools will be fully and consistently implementing reading, math, and science curriculum that align with program intentions and associated training as evidenced [through teachers, coordinators, principals, and directors].
- By June, 2022, Middle School will complete all program requirements and trainings for year one of the Middle Years International Baccalaureate program implementation plan.
- By June, 2022, High School will either return to full program, retain, or provide a program equivalent to 100% of enrolled students from Spa Academy.
- By June 2022, the High School will achieve a graduation rate of 91% or better and a Regents Diploma with Advanced Distinction rate of 60% or better.

Increasingly Effective Instruction

By January 2022, all schools will fully implement the RtI-A plan within the District's MTSS structure which will result in an increase in Tier 2 and 3 services and a decrease in referrals to special education by June 2022.

Instructionally Meaningful Assessments

 By June 2022, the District will have established and provided ongoing training on consistent curriculum-based assessments in grades K-8 that have evidence of informing instruction and instructional improvement.

Positive Student Behavior and Wellness

 By June, 2022, the District will have a detailed tiered RtI-B plan within the district's MTSS structure with clearly defined roles for staff and administration and specific details on the integration of the K-5 SEL curriculum.



DRAFT Goals for 2021-2022 (2)

Recruitment, Retention, and Development of Personnel

 By February, 2022, an administrative structure for special education will be finalized for inclusion in the 2022-2023 budget with *Principle Tasks and Assignments* developed for each role in line with special education program needs.

Proactive, Transparent, and Substantive Two-Way Communications

By June 2022, the District will have completed the implementation of changes recommended by the communications audit from the *Capital Region BOCES Communication Service* as evidenced by a new, redesigned website ready to release for the 2022-23 school year; an enhanced social media presence for the district including the new district Facebook page and increasing the BSCSD Instagram presence while continuing to service our district Twitter accounts; and implementation of the regular use of ThoughtExchange to increase two-way communication with our stakeholders.

Long-Term Planning

- By January 2022, the district's Long Range Financial Planning document will be updated to include use of new fields and additional details on future facilities projects, and presented to the Board.
- By June 2022 the district will have an established plan for meeting the recommendations of the NYS Board of Regents on Diversity, Equity, and Inclusion practices within our schools and across all operational areas of the district including policy, practice, training, and personnel management.



To ensure that each BSCSD student graduates with <u>a meaningful diploma</u>, our focus on student learning, strong instruction, targeted instructional support including professional learning MUST begin with a belief that every student must be able to read at or above grade level

• Explicitly Trained Principals

To lead and support teachers' learning and to be able to identify and maximize critical instructional practices which support students' literacy development.

Structured Building-level Support

To maximize instructional impact utilizing trained reading and sp. education teachers, speech therapists, librarians, & reading Tas.

Explicitly Trained Coaches

To build, support, and model instructional practices which help to bring curriculum to life in K-5 classrooms.

Peer Support

To continuously improve our instructional understandings and practices using in-building, cross-building, and other districts' teachers.

Community Support of Literacy

To establish the priority of literacy support from local librarians, parents, and businesses through explicit and purposeful engagement.

Timely, Targeted, and Sustained Professional Development

To build knowledge and understanding of the curriculum and to continuously improve instructional practices in literacy.

Explicit Instruction
to ensure that
EVERY STUDENT
is
Reading
At Or
Above Grade
Level

Knowledge-based, Rigorous Curriculum

To provide rich content (background knowledge) across multiple disciplines and critical skills needed to read at or above grade level

Structured Daily Schedule

To maximize instructional time, provide professional learning support, and encourage collaborative planning

Structured Interventions

To ensure that student skill deficits can be addressed as soon as identified thereby allowing students to achieve a full year's growth

Aligned Supporting Materials

That support and extend classroom instruction and professional learning

Research Support

Which explains the process of learning in general and learning to read in particular, and assists us in decision-making

Shared Building Goals

To ensure that each student, regardless of their school, is provided a common body of knowledge, set of skills, and learning experiences that support literacy development



Hiring Practices and Policies

Developing policy, procedure, & practice for recruiting and training/retaining employees who support and strengthen our mission

Defining Roles and Responsibilities

Particularly for academic and behavioral support personnel including intervention teachers, school counselors, psychologists, social workers, and school resource officers

Professional Development and Evaluations

For all instructional and support staff wherein explicit training and opportunities for improvement is provided to meet district expectations

Developing Aligned Policies, Procedures, and Plans

Especially those that related directly to the support and management of teaching and learning and school climate/culture

Communicating with Parents and the Community

Explaining our expectations and processes and including opportunities for parent/community learning related to our MTSS and how parents can help at home.

To ensure that each BSCSD student graduates with <u>a meaningful diploma</u>, our focus on student academic, social, and emotional learning and behaviors; explicit instruction and interventions; and targeted instructional support including professional learning requires a <u>Multi-Tiered</u>

<u>System of Supports</u> for students and staff alike

Sustaining Our Focus

Building and managing a long term plan based on the District's Vision, Priorities, and Goals with a strict focus on student outcomes

A Multi-Tiered System of Supports

- A well-defined **Tier 1** curriculum which supports academic and social/emotional learning and behavioral expectations
- Explicit instruction which meets learning and behavioral expectations
- Clearly defined, structured, and time bound Tier 2 and 3 interventions for students who do not meet learning and behavioral expectations
- Clearly defined protocols for how a student enters **Tier 4** – referral for specially designed instruction
- A Code of Conduct which directly aligns to and supports the learning and behavioral expectations while also detailing consequences for behavior that is disruptive to teaching and learning
- A detailed plan for student and staff Health and Wellness which supports and balances the academic and behavioral expectations

Acknowledging Limited Resources

Time in particular, which requires that we base our choices/investments in scheduling, staffing, instruction, and intervention on the convergence of research and promising practices as to what works in teaching and learning

Developing Curriculum Selection and Review Processes

Which allow students to meet and exceed the academic and behavioral expectations and which allow staff to improve their teaching abilities

Developing/Adopting Aligned Assessments

Including screening, diagnostic, formative, and summative assessments that are directly aligned to the academic and behavioral expectations

Utilizing Accurate and Timely Data

Managing transition to new standards & necessary changes to instruction; creating and providing new pathways/opportunities for students

Providing well-designed Internal and External Learning Opportunities

That support Tier 1 instruction through course offerings, field trips, internships, externships, and related experiences

Designing Alternative Learning Spaces

That address the learning needs of certain students who would be better able to meet the academic and behavioral expectations in alternative settings



The <u>BSHS Program Guide</u> provides additional details on each of these pathways.

• Specialized Instruction/504 Supports

For students who have been provided with tiered support through our MTSS process and now need specialized instruction as determined by the CSE or who need accommodations and modifications under Section 504.

International Baccalaureate

The District currently offers 14 IB courses that prepare students for rigorous college course work and participation in the global society.

Advanced Placement

The District currently offers 14 AP courses which may be eligible for college credit.

• Early College High School

Including our Pathways to Technology (PTECH) program and a significant number of college credit-bearing courses through partnerships with local colleges and universities.

Career and Technical Education

A set of courses offered within the District and at BOCES that are focused on preparation for college as well as a variety of industry-based fields of work. Additional CTE diploma endorsement is available to students who complete certain programs and assessments.

To ensure that each BSCSD student graduates with <u>a meaningful diploma</u> that provides them with access to as many post-secondary options as possible, we must provide our students with a number of high-quality pathways to courses, programs, and needed supports.

• Regents Diploma

Our goal for all students with the possible exception of those students who qualify for alternative assessment.

To
A Meaningful
Diploma
for
ALL Students

NYS Seal of Biliteracy

A set of courses, experiences, and assessments for students who wish to show proficiency in a second language and who, upon successful completion of the program, can earn an additional diploma endorsement.

Regents Diploma With Advanced Designation

Our aspiration for all students who have taken courses with Regents exams beyond the 5 required for graduation.

Spa Academy

A pilot program for high school students who need a smaller setting and more individualized attention to be successful in their learning.

• Spa Twilight Academy

Under construction as a pilot program similar to Spa Academy, but held after school hours.

• TASC Support and Preparation

Formerly the GED program, the TASC is an Alternative High School Equivalency Program for students who are at risk of dropping out of high school. (*This program will become the GED again on January 1, 2022.*)

Project Lead The Way

A set of courses focused on pre-engineering pathways that prepares students for a future in a Science, Technology, Engineering, or Mathematics (STEM).



ED = Executive Director
D = Director C = Coordinator

To ensure that each BSCSD student graduates with <u>a meaningful diploma</u>, our focus on student learning, strong instruction, targeted instructional support including professional learning requires <u>Structural Support of our Principals</u> who in turn support our teachers

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SUPT

Supt/BOE

~ Developing mission, policy, and research-based goals which support continuous improvement in teaching and learning.

SUPT

ED

HRM

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D SSS

D

CI&A

D

HPE

&A

С

K12

Sci

D

SpEd

Personnel Management and Development

~ Developing policy, procedure, & practices for recruiting, training, and improving the performance of employees who support and strengthen meeting our vision.

Student Support Services

~ Leading student behavioral, health, wellness, social emotional, and alternative education support for improved teaching and learning.

Curriculum, Instruction & Assessment

~ Structuring & implementing consistent curriculum, instructional practices, & assessment to support improved student outcomes.

Special Education

With assistance of supervisors (2), providing well-designed educational opportunities and experiences to meet the individual needs of identified students.

Health, PE & Athletics

~ Planning for & providing student growth through physical education, wellness, and extracurricular activities.

K-12 Science and Math

~ Managing transition to new standards & necessary changes to instruction; creating and providing new pathways/opportunities for students.

Early College High School

~ Implementing an Early College High School Model that provides multiple pathways for student learning and success.

PRINCIPALS

BOE

- Holding high expectations for all students
- Building/Maintaining strong, supportive school culture focused on teaching and learning
- Supporting/Enhancing curriculum implementation utilizing ITLs
- Supporting/Improving instruction based on student outcomes and research
- Providing critical feedback to teachers
- Engaging parents in positive partnerships/relationships

C APS C Trans

Assistant Principals (2 MS/3 HS)

~ Assisting in the leadership and management of middle and high school programming.

Assistant Superintendent

~ Managing financial and capital resources so as to maximize investment in program/student learning opportunities.

Instructional Technology

~ Providing research-based tools applications and network support to improve efficiency/ effectiveness of teaching and learning.

Chief Information Officer

~ Initiating/providing data inquiries/ reports to support key teaching and learning initiatives.

Community Relations

~ Providing timely communications and community outreach to support our students & schools.

Partnership Support

~ Creating partnerships to provide support and external learning opportunities & experiences for students.

Facilities & Security

~ With assistance of SRO's (2), providing welcoming, safe, & secure learning spaces in our facilities and on our grounds.

Transportation

~ Providing safe travel to and from school and assisting in student behavioral management.