



The 2021-22 Focus

District & Administrative Goal Update

July 5, 2022

Goal Structure and Hierarchy

Model for District Goal Development & Implementation

Goal Hierarchy

1. Strategic Plan
 - a. District goals & objectives
 - i. Building/department goals

Goal Structure & Process

- All goals are aligned with the Strategic Plan
- Overarching District goals are supported by school/department-based goals and action plans
- School/department goals will be shared via report format
- District goals updated at year's end



All Future Work Will Be Aligned with our *Vision for Tomorrow*

To achieve its mission and vision, and to provide for the future of its students, the Irvington Union Free School District will:

1. Provide students with a rigorous, comprehensive, enriched and diversified curricula that will prepare students to achieve their personal best, and will integrate technology in their learning.
2. Encourage innovation, creativity and risk taking to inspire a dynamic learning environment.
3. Foster the social and emotional growth of all students and promote a culture where students are active participants in society.
4. Support educators through targeted professional learning and opportunities for collaboration.
5. Strengthen local connections to and ownership of our schools.
6. Ensure the fiscal health of the District and provide for a high-quality learning environment.

Strategic Plan: *Our Vision for Tomorrow*

Our Mission for Today

The mission of the Irvington Union Free School District is to create a challenging and supportive learning environment in which each student attains his or her highest potential for academic achievement, critical thinking and lifelong learning.

Our schools encourage the discovery and development of students' individual strengths, skills and talents, and foster social and civic responsibility.

Our Vision for Tomorrow

A community (educators, students, parents, community members) that fosters curiosity, understanding, innovation, compassion, creativity, social-emotional well-being, academic excellence and achievement.

A culture that acknowledges and respects individual differences and provides for varied opportunities for teacher and student learning and innovation.

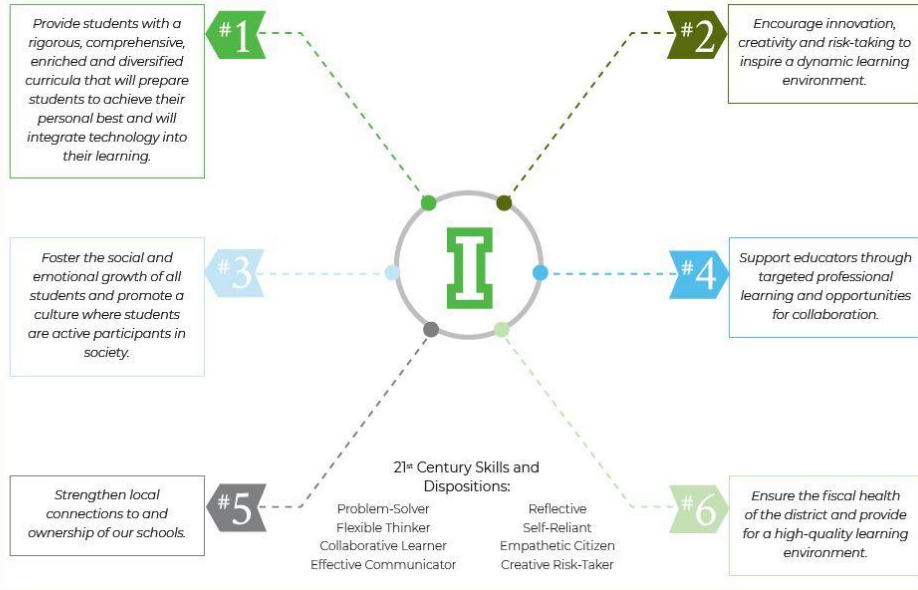
Schools that provide local-to-global learning experiences through an in-depth, broadly defined and interdisciplinary curriculum, supported with meaningful teaching practices and service opportunities.

Students who demonstrate their learning through varied and diverse learning and assessment opportunities that measure valued knowledge, skills and dispositions and attend to their needs, passions, strengths, interests and learning styles.



IRVINGTON UNION FREE SCHOOL DISTRICT

The Strategic Objectives will serve as a foundation of all aspects of District and Board of Education work. Critical decision making such as budgeting, program development and facility enhancement shall be aligned with the District Mission and Strategic Objectives. To achieve its mission and vision, and to provide for the future of its students, the Irvington Union Free School District will:



2021-22 Goal Overview

Focus #1: Strategic Leadership: Implementing *Our Vision for Tomorrow*

- Objective A: Advancing the Strategic Plan
- Objective B: Identify opportunities to increase stakeholder engagement

Focus #2: Instructional Leadership: Curriculum and Instruction

- Objective A: Implement instructional practices that elevate student thinking and understanding
- Objective B: Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking
- Objective C: Increase the use of data to inform instruction and planning

Focus #3: Financial and Operational Leadership

- Objective A: The Business and Operations initiatives shall support the Strategic Plan and the District's finances and operations



Focus #1:

Strategic Leadership: Implementing Our Vision for Tomorrow



Focus #1 - Objective A: Advancing the Strategic Plan

Outcome	Key Activities and Strategies	Supporting Evidence	Strategic Objective Alignment	Status
<i>Strategic Plan advanced to provide for the implementation of our Vision for Tomorrow</i>	Development of a plan to renew the Strategic Plan	Board of Education approved plan and/or contract with facilitator	1-6	RFP process completed - recommendation for contract in July
	Update Professional Development Plan	Plan revised to reflect current needs and initiatives	1, 2, 3, 4, 6	Plan updated
	Update District Technology Plan	Updated plan to outline future objectives, needs, and goals	1, 2, 3, 4, 6	Plan renewed and approved by NYSED
	Expand and Implement District Data Plan	Use of data to inform decision-making and quantifiable measures of student success	5	Plan updated to reflect increased data collection and professional learning
	Ongoing Strategic Plan updates for the BOE and community	Targeted communications designed to educate community on the <i>Vision for Tomorrow</i>	5	2021-22 School Year
	Renewed process to evaluate Master Schedule opportunities 6-12	Study committees created; interim progress reports; recommendations	1, 2, 3, 4, 5, 6	Multi-year goal
	Initiate process to review school start times K-12	Study committees created; interim progress reports; recommendations	1, 2, 3, 4, 5, 6	Multi-year goal

Focus #1 - Objective B:

Identify opportunities to increase stakeholder engagement

Outcome	Key Activities and Strategies	Supporting Evidence	Strategic Objective Alignment	Status
Increased stakeholder engagement	Administration to re-envision opportunities to engage stakeholders including students and those who may have been historically marginalized	Promotion and facilitation of coffees in non-traditional venues to enhance engagement	5	Multiple community engagement experiences provided: DEI and SEL committees, DEI forums, Code of Conduct revision, hiring committees
	Enhance reporting/communication on SEL and DEI initiatives	Published communications, community programs, and public presentations	3, 5	Targeted communications published
	Formulation of stakeholder committee to increase community engagement	Targeted, creative efforts to increase engagement	2, 5, 6	5 DEI committees met throughout the year
	Continued stakeholder participation in District and school committees	Participation in SEL, DEI, Code of Conduct, Engagement, Restorative Justice, etc. committees	1-6	Ongoing

Focus #2:

Instructional Leadership: Curriculum and Instruction



Focus #2: Objective A:

Implement instructional practices that elevate student thinking and understanding

Outcome	Key Activities and strategies	Supporting Evidence	Strategic Objective Alignment	Status
<i>Implement instructional practices that elevate student thinking and understanding</i>	Develop a shared understanding of SEL competencies and CR-SE principles. Review current programs and needs through surveys & small group discussions with students and staff.	District and School SEL Teams meetings; Dedicated professional learning; Completion of lead learner Cohorts 1 & 2; Completion of book clubs; Integration into/revision of school & District programs; Finalized vision statement; Identified data collection strategies	1, 2, 3, 4, 5	Multiple District-wide and school-level professional learning sessions facilitated
	Unit planners reflect SEL competencies and CR-SE principles.	Revised unit planners/lesson plans, instructional materials, learning experiences	1, 2, 3, 4, 6	CR-SE scorecard introduced, March SCD utilized for implementation, summer curriculum work, pilot program to model review process
	Multi-year plan for the integration of SEL competencies and CR-SE principles	Published plan outlining a multi-year approach to enhancing student experiences and District/school practices	1, 2, 3, 4, 6	Multi-year plan developed, to be enriched by Equity Town Hall feedback and published

Focus #2 - Objective B:

Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking

Outcome	Key Activities and Strategies	Supporting Evidence	Strategic Objective Alignment	Status
<i>A balanced assessment system that measures students' content knowledge, skills, and dispositional thinking</i>	Expansion of formative and summative assessments to enable students to demonstrate knowledge, skill and growth over time in a culturally responsive manner	Assessments that are inclusive of varied learning styles	1, 2, 3	CR-SE scorecard introduced, March SCD utilized for implementation, summer curriculum work, pilot program to model review process
	Review honors course placement process	Updated placement process	1, 2, 3, 4, 5	Multi-year goal
	Assess special education referral process to ensure it is culturally responsive	Quality needs indicator assessment; Indicator 9 audit; adjustment to District practices	1, 2, 3, 4, 5	Addition of Lead CSE Chairperson Inclusion Coach, PD, revision to initial referral process
	Use of technological tools and applications to provide ongoing feedback on student growth and achievement	Implementation of new assessment strategies; increased data to assess student progress	1, 2, 3, 4, 5	Ongoing PD, updated tools, Techy Tuesdays

Focus #2 - Objective C:

Increase the use of data to inform instruction and planning

Outcome	Key Activities and Strategies	Supporting Evidence	Strategic Objective Alignment	Timeline
<i>Use of data to inform instruction and planning</i>	Administrator and Instructional Leaders trained in Data Wise and 5Lab platform	Completion of training; facilitation of data team meetings; enhanced use of data and data analysis	3, 4	Three PD sessions provided, two-day retreat planned for August
	Targeted Board of Education school visits	School visits to increase understanding of student growth and program implementation	1, 5	Completed April 2022, annual experience
	Expand warehoused data to assess student growth and program/curricular success	Additional data sets added to 5Lab; data studies; enhanced Student Performance Report	1, 2, 3, 4, 5	NYS tests, Aimsweb data added; PD provided on 5Lab usage
	Continued expansion of data use at all levels	Administration and analysis of surveys; use of focus groups to collect experiential and perceptual data; Data-centered school/department activities	1, 2, 3, 4	Data teams at each school expanded data use to begin to identify indicators of program success and DEI indicators

Focus #3:

Financial and Operational Leadership



Focus #3 - Objective A:

The Business and Operations initiatives shall support the Strategic Plan and the District's finances and operations

Outcome	Key Activities and Strategies	Supporting Evidence	Strategic Objective Alignment	Status
<i>The Business and Operations initiatives support the Strategic Plan, and enhance the District's finances and operations</i>	Update long-range financial plan	Presentation and implementation of plan	5, 6	December 2021
	Assess and enhance Business Office personnel roles and responsibilities	Recommendations for restructuring responsibilities and staffing levels	4, 6	Changed roles, distributed responsibilities, introduced Business Administrator position
	Timely completion of Capital Project Phase 2 within projected budget	BOE presentations/discussions; community communications; construction scheduled and commenced	1, 2, 5, 6	Project on time and within budget
	Exploration of eco-friendly measures to reduce energy use, reliance on natural resources, waste, etc.	Sustainability Committee & Buildings and Grounds Committee recommendations influence policy, practice, operations & budget	2, 5, 6	Solar project and study in progress, LED lighting installed, Solar parking lot lights added to Phase 2

Key Highlights:
Use of Data, DEI, & SEL



Enhanced Data Use

Professional Development:

- Three sessions facilitated by expert consultants on:
 - 5Lab
 - Data Wise model of data analysis
- Two-day administrative retreat scheduled for August

Data Teams:

- Elementary Data teams meet regularly to review student performance data which informs programming and delivery of services
- Secondary- data project work with Department Chairs

5Lab Data Warehouse Expansion

- Data added:
 - NYS assessments; Aimsweb; Fountas & Pinnell (F&P); Report card data; Attendance; Discipline

Data Plan

- Updated to reflect progress and 2022-23 goals



Diversity, Equity, Inclusion (DEI)

Engagement and ownership:

- March SCD co-planned with Teaching and Learning & Professional Development sub-committees
- 3 staff members co-facilitated Lead Learner Cohort 2 training
- 5 staff members will co-facilitate Lead Learner Cohort 3 training
- 25 staff members have requested to participate in Lead Learning Cohort 3
- Introduction of DEI Coordinator position
 - Several applicants
 - 2 staff members to share role
- Creation of DEI staff newsletter

Five (5) DEI subcommittees are in place and met on a regular basis to work thorough action plans developed

- Restorative Practices/Code of Conduct
- Professional Development
- Teaching and Learning
- Community Engagement
- Human Resources and Hiring Practices



Diversity, Equity, Inclusion (DEI)

Restorative Practices and Code of Conduct:

- Code of Conduct initial revisions completed; more substantive revisions to be completed as practices shift
- Restorative Practices in response to Code of Conduct infractions being utilized
- Professional Learning to introduce Restorative Practices systemically is planned for 2022-23 following a Lead Learner model

Professional Development:

- CR-SE Lead Learner Training Cohort 2 completed, Cohort 3 scheduled for 2022-23
- CR-SE Curriculum Scorecard introduced District-wide
- Savvy Ally workshop at secondary level

Teaching and Learning:

- March SCD dedicated to PD and review of initial unit of study
- Summer curriculum work linked to curriculum review and development
- Book clubs facilitated
- Staff DEI newsletter created



Diversity, Equity, Inclusion (DEI)

Community Engagement

- 2 Root Cause Analysis programs facilitated
- Equity Town Hall facilitated
- Community, student, and staff focus groups facilitated to inform Code of Conduct revisions
- New communications platform identified to introduce text message to families
- Strategies introduced to Diversity Committee membership and attendance at events

Human Resources and Hiring Practices:

- Professional Learning on culturally responsive hiring practices provided to all administrators and instructional leaders and for interview committee members
- Expanded recruitment efforts utilizing resources provided by Dr. Connally
- Participated in a regional Diversity Career Fair - in addition to the event the District co-hosts
- Engaged with a Human Resources Consultant to provide guidance of existing District practices



Social Emotional Learning (SEL)

FOCUS AREA 1: Build Foundational Support and Plan Spring 2021 through 2021-22 School Year

Create awareness, commitment, and ownership by building foundational knowledge among staff, developing a shared vision, and engaging in collaborative planning.

FOCUS AREA 2: Strengthen Adult SEL 2021-22 School Year

Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships.

FOCUS AREA 3: Promote SEL for Students 2022-23 School Year

Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day.



Social Emotional Learning (SEL)

2021-22 School Year:

- District SEL Committee met throughout the school year - October, December, April
- Focused on NYS SEL benchmarks, defining each of the 5 CASEL competencies with adult learners in mind
- Revisiting the draft SEL Mission Statement
- Developing school teams to begin to look at systems in place to support SEL
- Continuing with professional learning to develop a shared understanding and language to promote SEL for all students and staff
- Reviewing curriculum, instructional strategies and supports in place for students
- Dr. Duffy provided SEL connection during November/March SCD- self-awareness
- Self-care course for educators
- School SEL Committees met through the year
- Multitude of school-level activities /ongoing focus to support SEL

2022-23 School Year:

- Identify an SEL screener to be used that is aligned to CASEL and Aimsweb
- Review second step program following pilot implementation in the elementary schools
- Collaborate with the school SEL teams to gather data on school-wide implementation and identify resources/programs to support aligned SEL implementation
- Continue to promote SEL for students and continue to strengthen adult SEL

Commitment, Dedication, Reflection:
This work will remain an ongoing commitment



Discussion

