



The 2018-19 Focus

District, School and Department Goal Overview

2018-19 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.

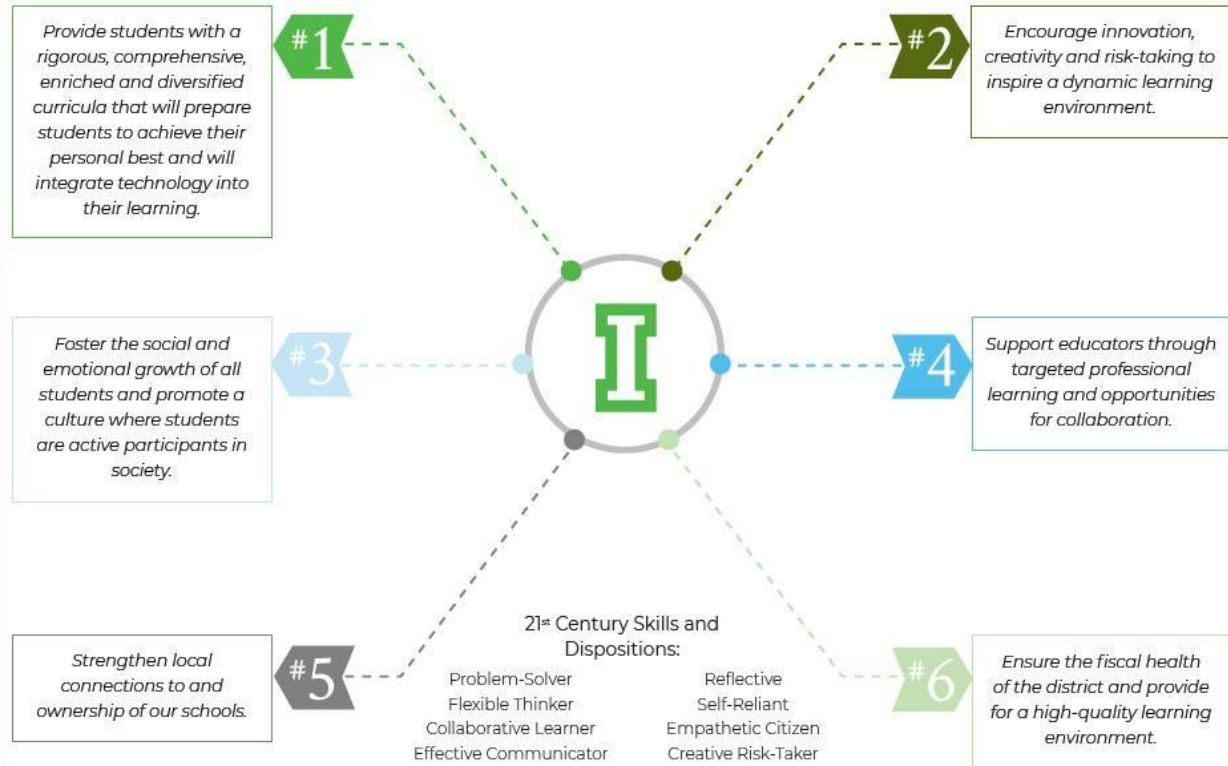
Schools that provide local-to-global learning experiences through an in-depth, broadly defined and interdisciplinary curriculum, supported with meaningful teaching practices and service opportunities.

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:



2018-19 District & Administrative 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
- Objective C: Enhance communication to engage, inform, and educate District stakeholders while enhancing the District brand.

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 /Strategies | Supporting Evidence | Strategic Objective | Timeline |
|--|---|---|---------------------|---|
| Advancing the Strategic Plan to provide for the implementation of our Vision for Tomorrow | Identification of long-range staffing and program needs that support the implementation of the Strategic Plan | Presentation of needs that support the implementation of our <i>Vision for Tomorrow</i> ; Budgetary recommendations to reflect need and goals | 1-6 | October - November 2018 |
| | Update District Plan for Curriculum and Professional Learning | Updated plan to outline future objectives, needs, and goals | 1, 2, 3, 4, 6 | September - October 2018 |
| | Update District Technology Plan | Updated plan to outline future objectives, needs, and goals | 1, 2, 3, 4, 6 | September - October 2018 |
| | Publish Strategic Plan updates for the BOE and community | Targeted communications designed to educate community on the <i>Vision for Tomorrow</i> ; Presentation to highlight Plan progress and future objectives | 5 | September 2018 - June 2019 November 2018 |

Focus #1 - Objective B: Identify opportunities to increase stakeholder engagement

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|--|---|--|---------------------|--|
| Identify opportunities to increase stakeholder engagement | Increased articulation of Strategic Objectives through development of print materials: posters, palm cards, etc. | Production of materials; Publication of targeted communications | 5 | September -October 2018 2018-19 School Year |
| | Facilitate process to design, produce, and display school banners that communicate SO/District values and goals. | Facilitation of process; Development and display of banners | 2, 3, 5 | Winter-Spring 2019 June 2019 |
| | Continued alignment of District work to align with the Strategic Outcomes as will be seen through BOE workshops & discussions and budgeting process | Continued linkage to the plan through District programs, presentations, initiatives, etc | 1-6 | 2018-19 School Year |

Focus #1 - Objective C: Enhance communication to engage, inform, and educate stakeholders while enhancing the District brand.

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|--|---|--|---------------------|---------------------|
| <i>Continue to enhance communication to engage, inform, and educate District stakeholders while enhancing the District brand.</i> | Continue to add content and resources to the District website | Continued development of the website through the addition of content and resources | 5 | 2018-19 School Year |
| | Develop a new Constant Contact template that reflects the District brand and aligns with the website visually | Implementation of the new template | 5 | September 2018 |
| | Superintendent to host coffees with constituents possibly including: community, staff, and secondary students | Promotion and facilitation of coffees | 1-6 | 2018-19 School Year |

Focus #2
Instructional Leadership:
Curriculum and Instruction



Focus #2: Objective A: Implement instructional practices that elevate student thinking and understanding

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|---|---|--|---------------------|---------------------|
| <i>Implement instructional practices that elevate student thinking and understanding</i> | All unit planners available in Rubicon Atlas | Unit planners for all subjects & courses uploaded to Rubicon Atlas | 1, 2, 3, 4, 5 | January 1, 2019 |
| | Implementation of a K-12 STEM continuum | Implementation of K-2 PLTW | 1, 2, 3, 4 | 2018-19 School Year |
| | Maximize Professional Development experiences | Schedules for Superintendent Conference Days; Targeted experiences: Bard, Metamorphosis, Foundations, World languages, etc; Professional Learning Release Days (PLRD) Implementation; Pilot use of webinar-based learning for staff | 1, 2, 3, 4 | 2018-19 School Year |

Focus #2 - Objective B: Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|--|--|---|---------------------|-----------|
| <i>Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking</i> | Develop a timeline for the alignment of assessments with unit planners | Identify a target date for the alignment of assessments | 1, 3 | June 2019 |
| | Develop a plan for the implementation of pilot capstone projects | Plan developed and structures established to support pilot program(s). | 1, 2, 3, 4, 5 | June 2019 |
| | Implement program assessment model | Program assessments performed involving each school and department; Reports produced | 1, 2, 3 | June 2019 |

Focus #2 - Objective C: Increase the use of data to inform instruction and planning

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|---|--|--|---------------------|-------------------------|
| <i>Increase the use of data to inform instruction and planning</i> | Development of District-wide discipline report | Quarterly production of the report | 3, 4 | 2018-19 School year |
| | Targeted Board of Education school visits | School visits to increase understanding of student growth and program implementation | 1, 5 | Winter 2018-19 |
| | Professional learning for administrators from K-12 Insight related to the 2018 survey data | Completion of learning session; Development of school specific inquiry topic | 1, 2, 3, 4 | October 23, 2018 |
| | Expansion of the role of the data manager to support focus on data-informed leadership | Create model for data organization and analysis; Examples of deeper analysis to be integrated into the Student Performance Report | 1, 2, 3, 4 | Fall 2018 April 2019 |

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/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|---|---|--|---------------------|---------------------------|
| <i>The Business and Operations initiatives shall support the Strategic Plan and the District's finances and operations</i> | Develop long-range financial plan | Presentation and implementation of plan | 5, 6 | November 2018 - June 2019 |
| | Develop capital bond project for a public referendum | Referendum | 1, 2, 5, 6 | May 2019 |
| | Settle contracts with the CSEA Custodial Unit and IAA | Settlement of fiscally responsible, fair contracts | 5, 6 | ASAP |

School and Department Goals Supporting the District Foci



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| Experiences that reflect increased student voice, choice, and agency at all school levels. | <ul style="list-style-type: none"> • Improvements and revisions to the Student Innovation Fund grant process. • Provide opportunities to Innovation Think Tank participants for creativity and collaboration through implementation of the Design Thinking process. • Expand the work with elementary teachers to implement Genius Hour in their classrooms. | <ul style="list-style-type: none"> • Design Thinking Protocol used for Think Tank work • Student Innovation grants • Ted ED event for student voice | 2, 4 | <p>Fall 2018</p> <p>Winter-Spring 2019</p> |
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Instructional Technology (cont.)

Link to Overarching Goal: To develop a balanced assessment system that measures students' content knowledge, skills and dispositional thinking

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|--|---|---|----------------------------|-----------------------|
| Initiate process of defining how capstone projects could be incorporated into the Irvington UFSD as a vehicle for assessment | <ul style="list-style-type: none"> • Develop and implement process for the development of a plan to implement capstone projects | <ul style="list-style-type: none"> • Plan for moving forward with capstone projects for the 2019-2020 school year | 1, 2, 4 | 2018-2019 School Year |
| Defined structures to support teacher use of digital assessment tools for instruction. | <ul style="list-style-type: none"> • Provide professional development on the use of digital assessment tools • Build capacity of G Suite support team to provide support for teachers on the use of digital assessment tools. | <ul style="list-style-type: none"> • Digital assessments in unit planners • Support logs from work with teachers. | 1, 3 | Ongoing 2018-2019 |

Athletics, Physical Education and Health Department Goals

Link to Overarching Goal: To implement instructional practices that elevate student thinking and understanding

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|---|---|--|---------------------|---------------------|
| System for the evaluation and supervision of the coaching staff. | <ul style="list-style-type: none"> ● Collaboratively develop and implement observation instrument and the related observation protocols. | <ul style="list-style-type: none"> ● Implementation of observation practices | 2, 5 | Initiate Fall 2018 |
| A framework that informs decision making and needs that supports student opportunities and growth | <ul style="list-style-type: none"> ● Develop framework for feedback. ● Survey to cull interest in participation in current or potential programs. ● Provide clinics in partnership with the Irvington Recreation Department to enhance our program participation and/or development. | <ul style="list-style-type: none"> ● Copies of surveys ● Communication with Rec dept ● Enrollment statistics from clinics | 6 | Winter/Fall 2018-19 |

Athletics, Physical Education and Health Department Goals (cont.)

Link to Overarching Goal: To develop a balanced assessment system that measures students' content knowledge, skills and dispositional thinking

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|---|--|--|---------------------|----------------------------|
| <p>A systematic model for inter-department visits for the purposes of sharing instructional practices grounded in assessments that measure the four learning goals: knowledge, skill, meaning making, and transfer.</p> | <ul style="list-style-type: none"> ● Use scheduled professional learning time to develop system define purpose, observation and feedback loops within the department. ● Implement visitation practices. ● Inter-department visits/observations inform development of unit planners connected to stage one and stage two with greater vertical articulation. | <ul style="list-style-type: none"> ● Implementation of visitation system and related feedback structures. ● Refined units through collaboration and unit development during PLRD with building-level partners. | <p>1, 4</p> | <p>2018-19 School Year</p> |

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| Program development informed by increased feedback. | <ul style="list-style-type: none"> • Collaboration with coaching staff to develop a survey to gain feedback on athletic experiences | <ul style="list-style-type: none"> • Feedback reviewed with coaches to assist in program development | 1, 3, 4, 5 | Initiate Fall 2018 |
|---|--|---|------------|--------------------|

Pupil Personnel Services Department Goals

Link to Overarching Goal: To implement instructional practices that elevate student thinking and understanding

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|--|---|---|----------------------------|-----------------|
| Effective collaboration between related service providers and special education teachers for writing IEP's for instructional planning. | <ul style="list-style-type: none"> • Plan for PD on IEP development. <ul style="list-style-type: none"> o ½ Day Training (Fall 2018) <ul style="list-style-type: none"> • Present Levels of Performance o ½ day Training (Fall 2019) <ul style="list-style-type: none"> • Program Modifications • Testing o ½ day Training (Fall 2020) <ul style="list-style-type: none"> • Goals and Progress Monitoring • Provide individual feedback on PLEPS that results in revision as necessary • Increase knowledge and skill related to IEP Direct functions • Clarify the role of the case manager | <p>Well written Present Levels of Performance</p> <p>Written document</p> | 1, 3 | December 2018 |

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|---|--|---|-----|---------------|
| Define long term plan for PPS that reflects a continuum of services in relationship to program development. | <ul style="list-style-type: none"> • Assessment of current in-district students and programs • Assessment of out-of-district profiles and programs • Discussion of possible program expansion in district with building administration • Proposal of new in-district programming options to Central Administration | Written proposal to inform budget process | 3,6 | December 2018 |
|---|--|---|-----|---------------|

Pupil Personnel Services Department Goals (cont.)

Link to Overarching Goal: To develop a balanced assessment system that measures students' content knowledge, skills and dispositional thinking

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|--|--|--|----------------------------|-----------------|
| Through data collection, special education teachers and related service providers will develop IEP goals and Present Level of Performance (PLEPS) that demonstrate student growth in closing the learning gap. | <ul style="list-style-type: none"> • Targeted professional learning on AIMSweb Plus tools related to progress monitoring & data collection • Enhance utilization of Fountas and Pinnel data • Increase the understanding and of use of Corrective Reading, Foundations, Math Modules data | <ul style="list-style-type: none"> • Expectation of learning embedded in the Present Levels of Performance on IEP's • Use of IEP Direct tool for progress monitoring | 1, 3 | Spring 2019 |

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|--|---|---|--|--|
| | <ul style="list-style-type: none"> Targeted Professional Learning Progress Monitoring tools in IEP Direct (digital IEP system) | <ul style="list-style-type: none"> Progress Monitoring Report to Parents | | |
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School-Based Goals

Link to Overarching Goal: To implement instructional practices that elevate student thinking and understanding

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|---|--|---|---------------------|--|
| Teaching thinking drives instruction. (All) | <p>Continued refinement of the unit planners through tagging of the 4 instructional goals.</p> <p>Analysis of evidence of student thinking from student work samples.</p> | <p>Observation and unit planners</p> <p>Student work assessed for evidence of student thinking</p> | 1, 3 | PLRD, grade level meeting, faculty meetings |
| Active planning for the four instructional goals and an understanding of the direct relationship between Stage 1 and Stage 3. (All) | <p>Professional learning sessions on PLRD/faculty meetings, continued professional development in Teaching Thinking and the 4 goals of K, S, MM & T</p> <p>Support individualized teaching by building awareness of Rubicon resources.</p> <ul style="list-style-type: none"> Support the use of individual maps Introduce lesson planning tab <p>Analyze walkthrough question responses for evidence of teacher knowledge, skill and understanding of the 4 learning goals.</p> | <p>Unit planner accurately tagged (four learning goals) and aligned with Stage 3</p> <p>Revised Stage 3 tasks and learning activities that reflect Stage 1</p> <p>Analysis of walkthrough question responses and defined next steps</p> | 1, 3 | <p>Fall 2018</p> <p>Winter - Spring</p> <p>2018-19 School Year</p> |

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|--|--|---|------------|---------------------|
| Instructional tasks that foster inquiry, creativity and deeper levels of thinking. (DL, MSS) | Professional development for instructional practices. <ul style="list-style-type: none"> • Inquiry based science instruction through the use of phenomena and real life problem solving • Workshop model instruction • Continued exploration of flexible seating and flexible learning space research • Design Thinking Model through PLTW K-2 | Stage 3 lessons that reflect: The use of the writer's notebook Work around accountable talk and questioning Station work in math Integration of technology Teachers conferring with students providing feedback as readers and writers | 3, 4 | 2018-19 School Year |
| Essential Questions will play an essential role in the design and delivery of instruction. (All) | Administrators will collaborate with faculty and support implementation through the observation process. | Learning activities with embedded EQs; Accurately aligned unit planners Pre & Post observation planning forms articulating integration of EQs | 1, 3 | 2018-19 School Year |
| A master schedule that supports the delivery of a comprehensive learning experience and supports student well-being. (IHS) | BETA testing of schedule Student and community presentations Subcommittees formulation and planning for implementation Professional learning for staff Planning time for staff | Schedule implementation | 1, 2, 3, 4 | 2018-19 School Year |

School-Based Goals (cont.)

Link to Overarching Goal: To develop a balanced assessment system that measures students' content knowledge, skills and dispositional thinking

| Outcome | Key Activities/Strategies | Supporting Evidence | Strategic Objective | Timeline |
|---|---|--|----------------------------|---------------------|
| Clear articulation of the relationship between Stage 1 and Stage 2 of the unit planner. (Assessments provide an accurate picture of the thinking that has taken place during the unit of study.) (All) | Continued professional development and support for Stage 2 unit development Teachers collaboration to align Stage 1 and Stage 2 of unit planners | Revised and/or developed assessments Revised and/or developed unit planners | 1,2,3 | 2018-19 School year |
| Units and instruction that reflect balanced assessments to accurately measure student learning. (All) Teachers will design varying types of assessments, including formative, digital and performance based. (All) | Continued professional development through shared reading and collaboration to explore and define balanced system of assessment. Teachers to collaboratively explore & develop varied assessments of deeper learning and metacognition | Observation process about assessments that teachers are using Analysis of how teachers are assessing globally over time | 1,3 | 2018-19 School Year |
| Assessment data informs instruction and | Assessment data reviewed in grade-levels and departments to inform instruction and planning | Informed, target instructional plans | 1, 3 | 2018-19 School Year |

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|--|---|--|---|---------------------|
| response to student learning needs (All) | | | | |
| A systematic approach for assessing and targeting the academic and behavioral needs of students in need of intervention. (All) | Data Team review data and identify students for Tier 2 support. Explore and utilize progress monitoring tools of Aimsweb to support needs of students. Provide training on RTI -M Direct. Use of data to identify targeted interventions to support individual needs of students | Protocol for analyzing and interpreting data Use of data for student placement process for entrance/exit to AIS Intervention plan document | 3 | 2018-19 School Year |

The 2018-19 Goal Progress & Updates

Highlights related to goal achievement will be seen through

- Scheduled Board of Education Workshops
- Mid-year BOE-Administrative Roundtable
- End-of-year school presentations
- Published reports