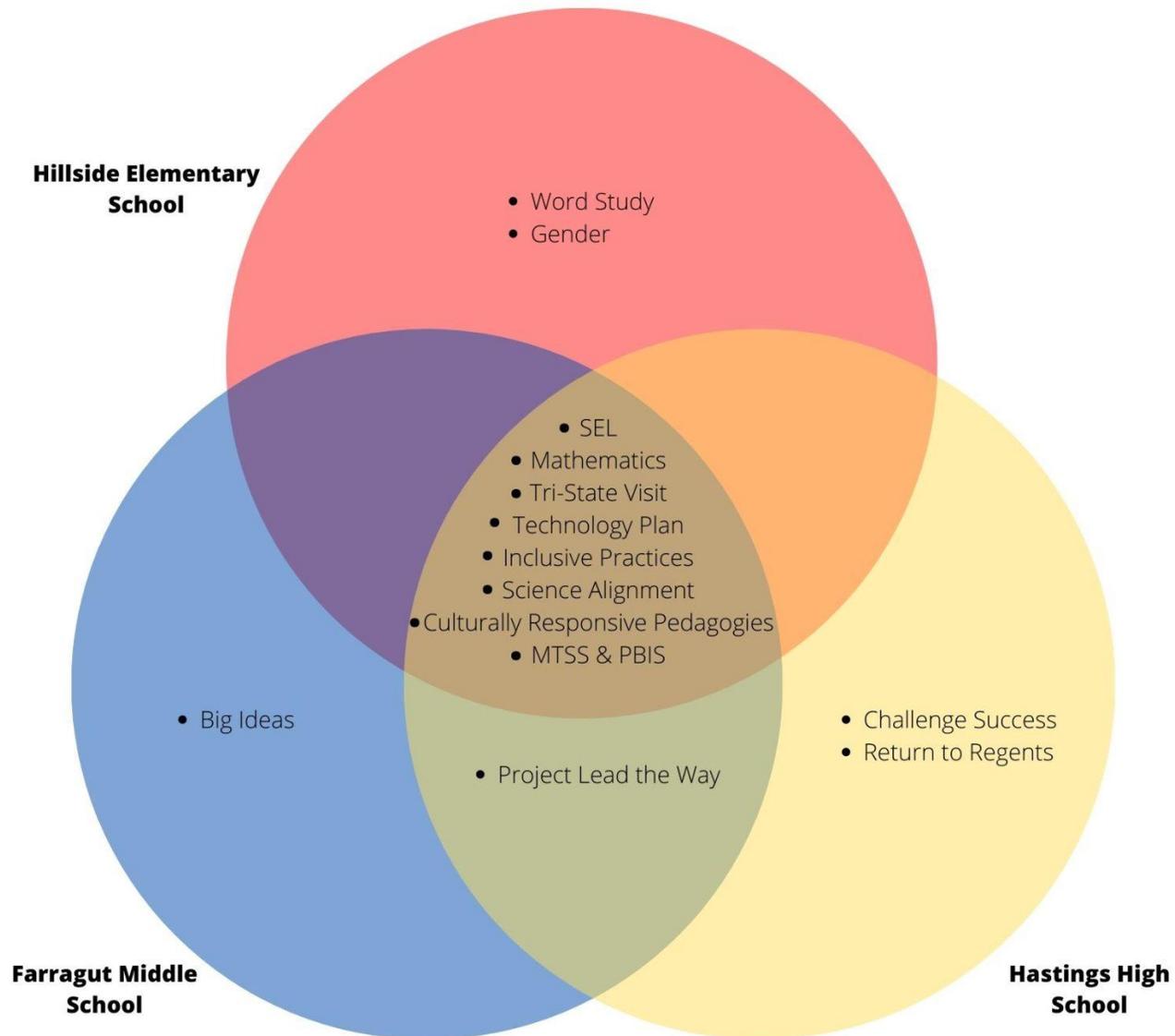


Leadership Team Goals: Areas of Academic and SEL Focus 2021-2022



**Leadership Team Goals: Areas of Academic and SEL Focus
2021-2022
(Working Document -- 10.8.21 Version)**

The Goals listed in the Venn diagram are explained below with action steps for the year followed by a short description. The Goals were established by the Leadership Team¹ in its August 2021 Retreat and were reviewed by the Board of Education on September 29, 2021 at its BOE Goals Workshop. While described here for 2021-22, the Goals are multi-year endeavors. The Leadership Team will be reviewing where process outcomes versus measures of success would be appropriate and applicable.

District

→ **SEL:**

Action Steps for the Year

- Administer Panorama survey three times per year
- Analyze survey results for individual students and schools
- Implement interventions to individuals, schools, and district-wide

Description

The district is committed to ongoing monitoring and support of students' social and emotional wellness. Over the past two years, we have used Panorama survey resources, developed by researchers at the Harvard Graduate School of Education and Panorama Education, to understand student perceptions of the social and learning climate. Building on this work, we have identified a widely respected survey instrument, the *Social Emotional Learning (SEL) Panorama Survey*, for grades K-12. For individual students, the screener will be one of several measures of social and emotional wellness teachers use to determine which students require differentiated attention through the multi-tiered systems of support (MTSS). For school and district-wide purposes, the screener results will enable us to identify and respond to patterns across groups of students. In

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addition to the diagnostic screener, we will be providing Mental Health First Aid training, Crisis Prevention and Intervention training, and reviving efforts at the high school related to Challenge Success.

→ **Mathematics:**

Action Steps for the Year

- Meet monthly as a curriculum committee
- Finalize mathematics rubric aligned with our shared vision, including:
 - Growth mindset culture
 - Nature of mathematics
 - Challenge and struggle
 - Connections and collaboration
 - Assessment
- Engage in lesson study

Description

The K-12 Mathematics Committee will reconvene this year. We will focus on finalizing a rubric related to the vision indicators that were created last year by the group around the nature of mathematics and approaches to promote mathematics learning; engaging in lesson study; and, designing job-embedded learning opportunities. In the area of mathematics, we also will examine our middle and high school course progressions and consider shifts in our pathways.

→ **Tri-State Visit:**

Action Steps for the Year

- Determine visit focus
- Form steering committee
- Determine essential questions
- Review indicators
- Establish a timeline for preparation
- Prepare logistics
- Design presentation to frame the essential questions

Description

Colleagues from the New York, Connecticut, and New Jersey region will be visiting our district as critical friends to support an inquiry related to continuous improvement. We will be working with administrators and teachers to collaboratively define the focus for the visit, plan for the logistics, prepare artifacts and presentations, and anticipate likely interview questions.

→ **Technology Plan:**

Action Steps for the Year

- Review expectations for the new New York State Computer Science and Digital Fluency Standards
- Review previous technology plan
- Work with the Lower Hudson Regional Information Center to develop an action plan
- Establish an internal committee
- Create technology plan

Description

A new technology plan must be submitted to the New York State Education Department. A group of faculty stakeholders, in partnership with the Lower Hudson Regional Information Center, will create the plan. Members of the group will also be engaging in a visioning process around digital learning.

→ **Inclusive Practices:**

Action Steps for the Year

- Issue a request for proposal
- Determine consultant
- Establish logistics
- Review and analyze program review data
- Determine implications

Description

The district will be sending out an RFP for a program review of inclusive practices at Hillside. The Inclusion Facilitator role has been expanded to balance time between both Farragut Middle School and Hillside Elementary School (with hopes to expand K-12).

→ **Science Alignment:**

Action Steps for the Year

- Issue a request for proposal
- Determine consultant
- Establish logistics
- Collaborate on differentiated professional learning and alignment efforts
- Plan next steps

Description

In partnership with the science department chairperson, we will continue our efforts to align to the New York State P-12 Science Learning Standards. This will include selecting an external partner to support our alignment efforts and design of workshops for teachers. Workshops will be differentiated to support deeper understanding of the standards and develop shared understanding of expectations around instructional shifts. Teachers of science will examine evaluation resources; review, refine and/or redesign lessons; identify gaps and overlaps in our program; develop resources; and, identify future needs.

→ **Culturally Responsive Pedagogies:**

Action Steps for the Year

- See year 1 district-level and building-level actionables in the link below

Description

Over the summer, a three year implementation plan, inclusive of [key indicators](#) associated with efforts for each year, was designed to support culturally responsive pedagogies. Our goal this year is to address the year one district-level and building-level indicators articulated in the plan.

→ **MTSS & PBIS:**

Action Steps for the Year

- Collaborate with internal stakeholders to select relevant screeners
- Work with technology and data team around technical specifications of rostering

- Provide professional learning to teachers of reading and mathematics, special educators, MTSS team members, and ENL teachers specific to implementation of the academic screener
- Provide professional learning to teachers of reading and mathematics, special educators, MTSS team members, and ENL teachers specific to analysis of the academic screener data
- Engage in data analysis
- Plan intervention/enrichment
- Determine next steps

Description

Over the past few years, we have been working to strengthen our processes for multi-tiered system of supports (MTSS) and positive behavioral intervention and support (PBIS). This year we are introducing STAR Renaissance as an academic diagnostic screening tool in grades K through 8. Professional learning for the use of STAR, creating cycles of ongoing data analysis, and cultivating expertise in using formative data to inform MTSS intervention and extension efforts will be the three areas of focus. Similarly, the new Panorama diagnostic will be used to strengthen PBIS efforts K-12.

Hillside Elementary School

→ Word Study:

Action Steps for the Year

- District and building leaders meet with literacy consultant to determine professional learning goals
- Design a timeline for differentiated professional learning workshops
- Engage in professional learning and alignment efforts with teachers
- Determine next steps

Description

Hillside will be rolling out Word and Language Study Units this year. Teachers will engage in professional learning around these topics to create greater alignment. Students will receive instruction in phonemic awareness, phonics, and spelling through Word Study. In addition, there will be focus on vocabulary, grammar, and punctuation through Language Study. This work will sit inside a balanced literacy curriculum.

→ **Gender:**

Action Steps for the Year

- Meet with gender consultant to determine professional learning goals
- Collaborate with gender committee to generate a Gender Inclusiveness Needs Assessment for staff
- Share the Gender Inclusiveness Needs Assessment with staff and analyze responses
- Design and implement a timeline for student instruction and professional learning experiences
- Determine next steps

Description

Hillside will continue work around gender, focusing on internal, interpersonal, and instructional entry points.

Farragut Middle School

→ **Big Ideas:**

Action Steps for the Year

- Procure hard copy materials, digital resources, and physical manipulatives
- Design shared implementation agreements
- Design professional learning informed by formative data around challenges and successes
- Engage in monthly professional learning
- Support collaborative planning and implementation efforts

Description

This year *Big Ideas* has been introduced in grades 6-8 to advance teaching and learning in mathematics. It will be important to support and guide implementation efforts through ongoing professional learning focused on the resource and aligned to the shared vision developed by the K-12 Mathematics Committee, dedicated collaborative planning, and student data analysis.

→ **Project Lead the Way (PLTW):**

Action Steps for the Year

- Ensure professional learning and PLTW instructional certification for course facilitator
- Procure relevant resources
- Implement course lessons
- Analyze implementation efforts
- Determine next steps

Description

This year we will implement *PLTW Design and Modeling*. We will be assessing the Project Lead the Way course and deciding which courses or strands to introduce in the future. Staffing needs will be analyzed.

Hastings High School

→ **Challenge Success:**

Action Steps for the Year

- Re-establish the Challenge Success Committee
- Recruit new members to the committee (students and parents)
- Meet semi-monthly as a committee
- Reconnect with the Challenge Success Organization
- Research and vet established high school advisory programs
- Develop goals and focus of our advisory program
- Develop a timeline and schedule for implementation
- Vett advisory program with all stakeholders

Description

We are looking at creating an Advisory program for the high school. Our goal is for advisory to focus on social emotional wellness, mental health and student stress. This was an initial focus prior to COVID.

→ **Return to Regents:**

Action Steps for the Year

- Work with department chairs to identify areas of curricular gaps due to Covid
- Develop a process with faculty to expose students to “Regents Type” questions
- Support struggling students through our MTSS Process
- Identify additional supports as necessary
- Focus first on the ELA regents (January 2022)
- Continue preparations for the new Framework in United States History regents to be first administered on June 1, 2022

Description

It is our commitment to have students feel comfortable, as in the past, with the Regents exam being the final assessment in some courses. These exams are tied to graduation. This will be the first year of the new Framework United States History Regents exam.

→ **Project Lead the Way (PLTW):**

Action Steps for the Year

- Ensure professional learning and PLTW instructional certification for course facilitator
- Procure relevant resources
- Implement course lessons
- Analyze implementation efforts
- Determine next steps

Description

This year, we will implement *PLTW Intro to Engineering*. We will be assessing the Project Lead the Way course and deciding which courses or strands to introduce in the future. Staffing needs will be analyzed.

Leadership Team Operational Priorities

In addition to establishing academic and SEL goals for 2021-22, the Leadership Team has identified five operational priorities for the school year. These priority areas for immediate improvement emerged from a review of the Fall 2021 Opening. (This information was shared in the **9.24.21 Community Update**.)

- Communications — Extent, Efficiency, Accuracy of Website, Emails and Memos.
- Scheduling — Middle School and High School will be reviewing how to make schedules most effective for students and teachers.
- Transportation — Riders, Routes, Communications
- Registration, eSchoolData and Technology — Ensuring data and information is precise, and students and staff have timely access to digital resources.
- Staffing — Optimizing school and classroom coverage, especially with monitors, security and substitutes.

Scheduling is an especially important area, since the MS and HS have determined that it is “their big, shared responsibility and project for this year,” and “needs to be largely resolved ahead of budget season.” Simply put, there is recognition that the MS and HS need to have schedules that better support students and teachers, and are aligned across the two schools. This is not a “move to revert to past practice;” rather, it is a move to optimize instructional time for students and teachers.

Special Education -- Leadership Team Coordination and Capacity-Building

Special Education cross-cuts and is embedded in all of the academic, SEL and operational priorities for 2021-22. It is raised up as a specific focus with the item “Inclusive Practices” (action steps and description above). In addition, the Leadership Team has committed to improving its coordination as a “Team of 14” regarding special education, which will include year-long professional learning to increase our professional capacity to lead high quality programming and support for special education students. We are joined by a dedication to least restrictive environments, inclusion and rigorous and responsive services for special education students. We also are joined by the belief that when we are strong leaders for special education students we are strong leaders for all students, and vice versa.