

WARWICK VALLEY
CENTRAL SCHOOL DISTRICT

STRATEGIC PLAN REVIEW & NEXT STEPS

A FRAMEWORK FOR DECISION-MAKING

SEPTEMBER 23, 2021



DISTRICT GOALS

WVCSD MISSION STATEMENT

The mission of the Warwick Valley Central School District is to provide all students with the necessary skills to thrive in the 21st century as learners, workers and citizens.

BOARD OF EDUCATION GOALS

- Continuous, collaborative improvement of instruction and instructional leadership that supports delivery of 21st century skills;
- Continuous data-driven improvement in student performance, engagement and satisfaction using relevant assessments that measure 21st century outcomes;
- Supporting student success in home, school and community; and
- Fostering a culture where individuals are valued and engaged.



PREPARING STUDENTS FOR THEIR FUTURE

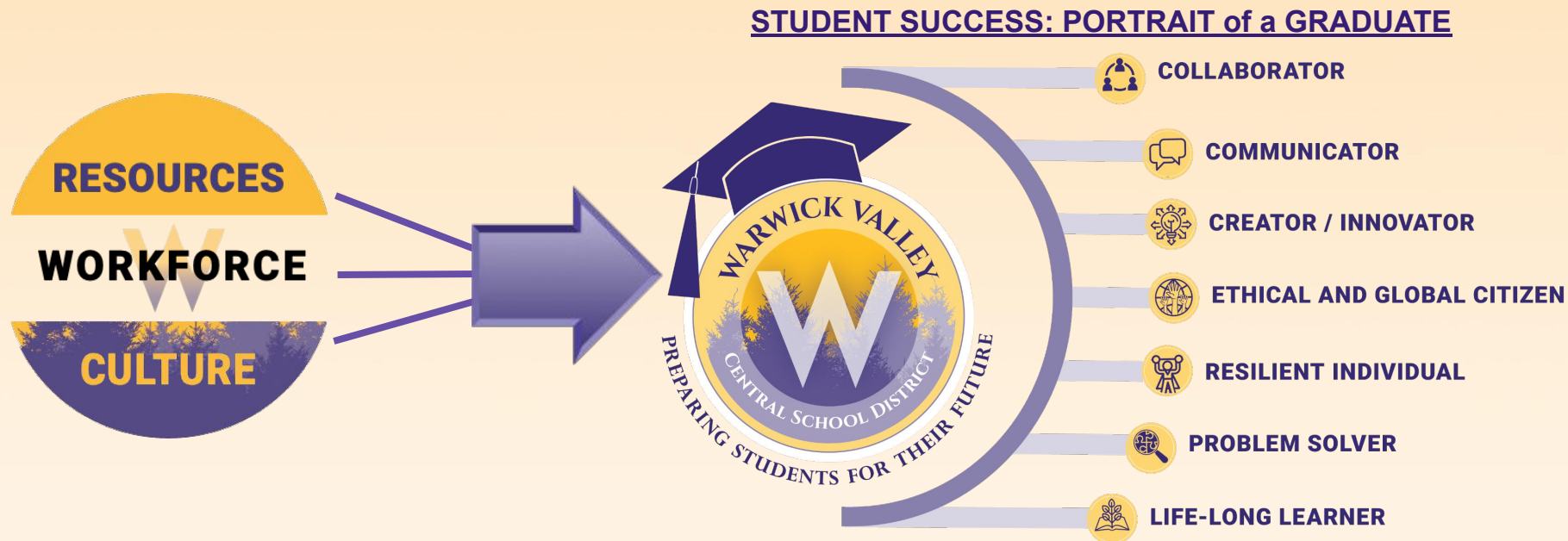


- **STUDENT SUCCESS**
- **CARING CULTURE/CLIMATE**
- **TALENTED WORKFORCE**
- **RESOURCE STEWARDSHIP**



STRATEGIC PLAN

A Framework for Decision-Making





A FRAMEWORK FOR DECISION MAKING



STUDENT SUCCESS: GUARANTEED & VIABLE CURRICULUM, PROJECT BASED, PORTRAIT OF GRADUATE SKILLS

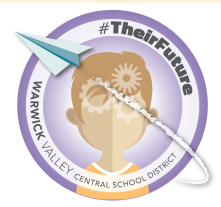
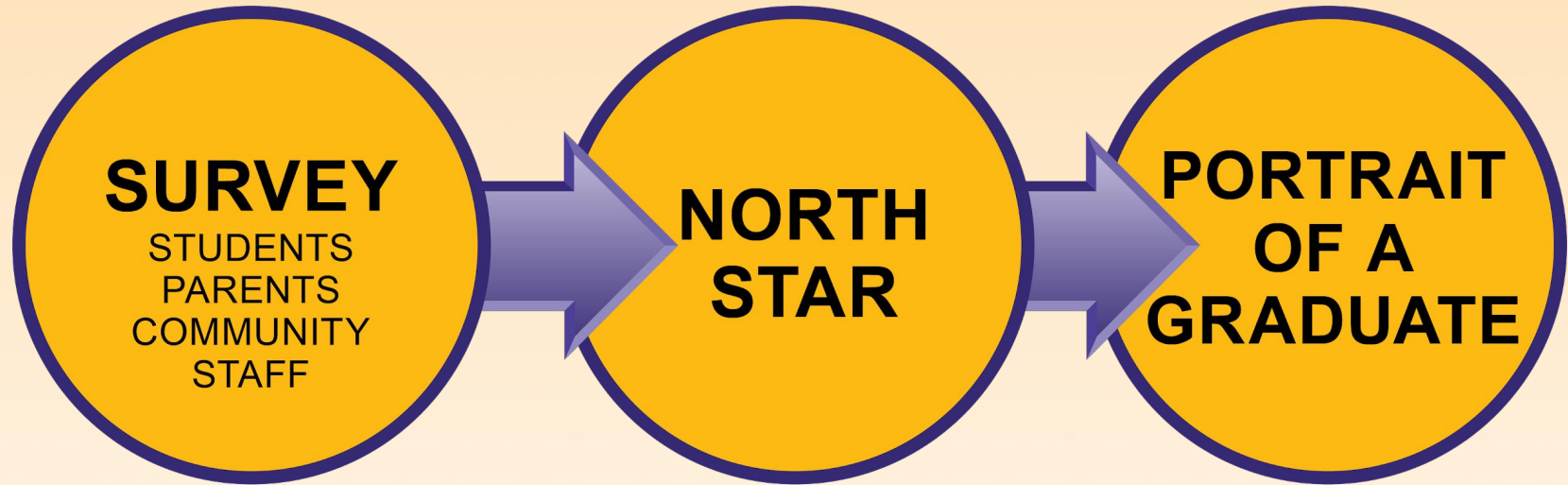
RESOURCE STEWARDSHIP: EFFICIENT BUDGETING, PLANNING, ALLOCATION, FACILITIES, INSTRUCTIONAL RESOURCES

WELCOMING, CARING CULTURE: CUSTOMER SERVICE, WELCOMING ENVIRONMENT, HEALTHY LIFE CHOICES, PROFESSIONAL LEARNING COMMUNITY, SUCCESS FOR ALL STUDENTS, FAMILY ENGAGEMENT

PREMIER WORKFORCE: EXCEPTIONAL EMPLOYEES, TALENT DEVELOPMENT



GOAL 1: STUDENT SUCCESS





PORTRAIT OF A GRADUATE

COLLABORATOR



Collaborators hear, acknowledge, and appreciate a diversity of perspectives in conversation. They foster strong group dynamics by remaining open to varied opinions and valuing the input of others. They solicit suggestions from others when forming ideas and solving problems, and consult multiple sources to inform their opinions and conclusions. Collaborators unite those around them to achieve a common goal.

COMMUNICATOR



Communicators connect with people who are both like and unlike them. Communicators read and listen; they carefully research and ask questions. They know their topics, know their audiences, and are able to grasp broad ideas to distill and make them digestible for others. They write, speak and present their ideas digitally in ways that advance learning by educating and empowering.

CREATOR / INNOVATOR



Creators/Innovators utilize their imagination and evidence-based knowledge. They strategize to solve problems, investigate answers to their own questions, and meet challenges with solutions to further their own learning. They often share their ideas and feelings through the arts, design and building processes. Similar to Collaborators, Creators/Innovators consider information from different sources and apply it in new ways to make things, disseminate ideas or provide solutions. They carefully examine their sources and consider the potential impact on others.

ETHICAL AND GLOBAL CITIZEN



Ethical and Global Citizens are neighbors to the world, exhibiting empathy, compassion, and respect for others. They strive to understand a variety of cultures and perspectives outside their own, including language study. They consider the issues of the day through the lens of local, national, and global perspectives – from social issues to environmental issues. Ethical and Global Citizens must act with integrity, be community-minded and understand the foundations of our nation – both rights and privileges – and the responsibilities we share to others in the global community.

RESILIENT INDIVIDUAL



Resilient Individuals make good choices that enable them to persevere when challenges arise. They choose to maintain a healthy body and mind, and surround themselves with supportive, positive people. They stay goal-oriented and tackle tasks through successful planning. Resilient Individuals understand that self-reflection and advocacy are keys to growth and self-improvement.

PROBLEM SOLVER



Problem Solvers, when faced with unique challenges, are equipped with the knowledge and drive necessary to face those challenges with understanding and ingenuity. They recognize society's needs and come up with original ideas, offer astute alternatives, and identify unseen connections that lead to new solutions. Problem Solvers are generous with their efforts toward a positive resolution, and unselfish about the benefits those ends will deliver to the community.

LIFE-LONG LEARNER



Lifelong Learners don't just love learning, they are dedicated to understanding themselves and their world more and more over time. They are enthusiastic and hopeful about what new knowledge they may be able to obtain from and for their global community. Lifelong Learners can be professionals dedicated to their research, artists committed to expression, or anyone who has made self-directed learning an essential part of their personal growth. They honor the work of their teachers by embracing and continuing their own education beyond the classroom for their lifetime.

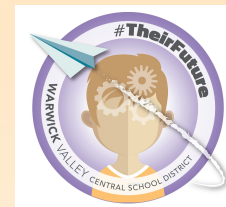
OUR TEACHERS TOLD US LEARNERS/LEARNING SHOULD BE...



ENGAGING INSTRUCTION



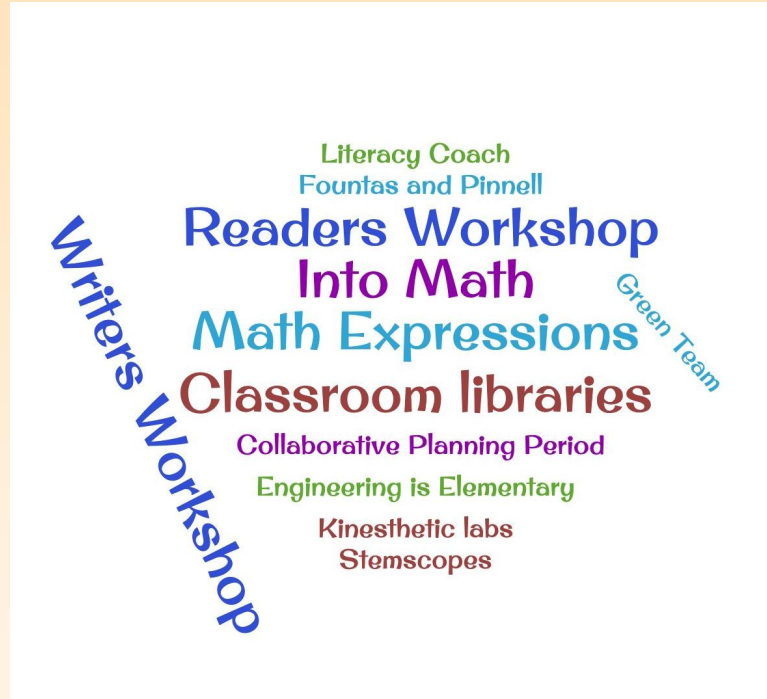
WVCSD MODEL FOR STUDENT LEARNING



Ensures **ALL** students reach the Portrait of a Graduate outcomes



ELEMENTARY - ENHANCEMENTS





MIDDLE SCHOOL - ENHANCEMENTS

National Junior Honor Society
1:1 Chromebooks
PIE 5-6
NWEA
Into Math
Readers Workshop
Writers Workshop
Design and Modeling
Digital Citizenship
RULER
Robotics
Green Architecture



HIGH SCHOOL - ENHANCEMENTS

A word cloud of high school enhancements arranged in a diamond shape. The words are color-coded and oriented in various directions. The largest words are 'Computer Integrated Manufacturing' and 'Science'. Other prominent words include 'AP Music Theory', 'Financial Algebra', 'Seal of Biliteracy', 'Stage Set and Design', 'Principles of Engineering', 'Page to Screen I and II', 'Consumer Math', 'Robotics', 'Introduction of Biomedical', 'Forensics', 'District Coalition', 'CTE Criminal Justice', 'Math Modeling with Technology', 'Intro. To Engineering Design', 'CTE Video Production', 'Human Body Systems', 'Computer Science', 'CTE Cosmetology', 'AP Physics', 'Yearbook Course', 'Spanish in our Lives', and 'Civil Engineering'.

AP Music Theory
Financial Algebra
Seal of Biliteracy
Stage Set and Design
Principles of Engineering
Computer Integrated Manufacturing
Page to Screen I and II
Consumer Math
Robotics
Introduction of Biomedical
Forensics
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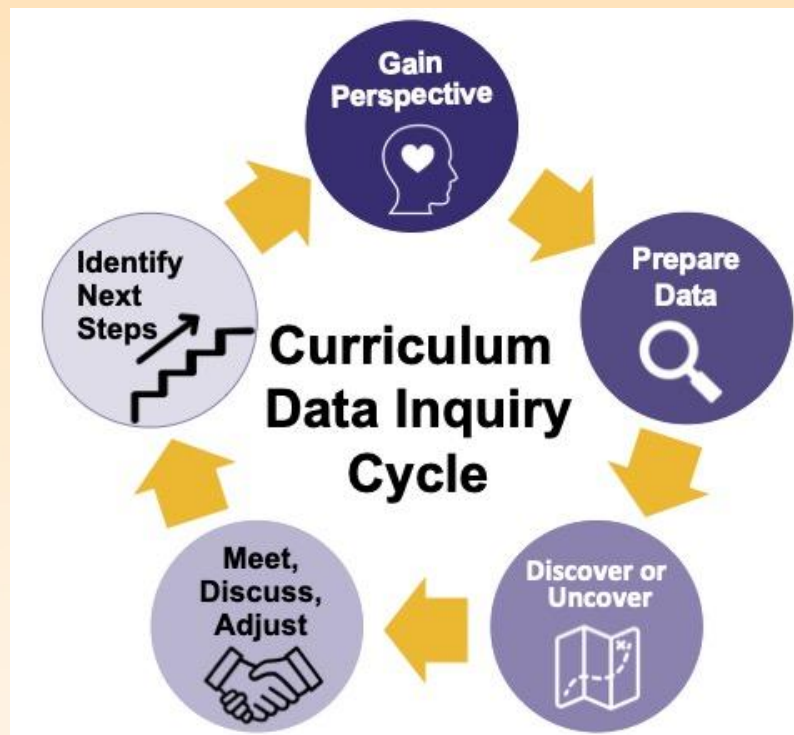


DISTRICT - ENHANCEMENTS

RULER
Tristates
Green Ribbon
Common Assessments
Summer Curriculum work
Community Partnerships
Mindfulness Training
Parent Portal
UBD training
Screenagers
Performance Tasks
Rubicon



Data Inquiry Cycle to Guide Program Review





Data Inquiry Cycle

October 21st Work Session- A Closer look at Student Outcomes

- Educators are empowered when we focus conversations on data regarding student learning in a positive and productive way.
- Facilitating data conversations to decide the next steps in instruction.
- Data is used to establish educational strategies and structures to meet the needs of all students.
- Analyzing data patterns at the school and grade level.
- Increasing the ability of educators and teams to locate data that can be used to inform instruction.

Examples of Traditional Student Outcomes/Achievement:

1. Ranked 1 or 2 in most ELA/Math 3-8 Assessments
2. Ranked 4 in ELA and Math 3-8 for Economically Disadvantaged students
3. Ranked 1 in proficiency (score of 3+) on Advanced Placement exams in Orange County
4. Ranked 3rd in proficiency (score of 3+) for females on AP Exams in Orange County



K - 12 Literacy External Peer Review- April 2022

Student Performance

1. Performance Based Assessment
2. Student Metacognition in the Learning Process
3. Metrics of Student Performance

Internal Support

4. Curriculum and Instruction
5. Professional Learning, Supervision and Evaluation
6. Equitable Support for Student Needs
7. Shared Vision and Environment for Change

External Support

8. Parent and Community Support





A Closer Look at the Academic Program

Board of Education Work Sessions

- October 21st: Examining Student Outcomes/Data Inquiry
- November 18th: Elementary Program
- January 20th: Middle School Program
- February 17th: High School Program
- April 7th: Tri-state Consortium Visit - Preliminary Results



Work Session Overview

Board of Education Work Sessions

- Present the program at each level (elementary, middle and high school).
- Provide a deeper understanding of how the District will utilize the new District Data Teams.

Examples of Multiple Measures:

District's Student Pride Survey, New District Climate Survey, Tri-State Consortium Audits, Student/Parent feedback, Portrait of Graduate Results; NWEA, Fountas and Pinnell reading level assessments, and New York State Testing, such as Grade 3-8 state assessments and Regents exams, among other assessments.



Communications Plan

Goal: Lead the community conversation about the District's programs, delivering key messaging to explain the open, data-driven analysis by the District Data Team.

Target Audiences: All within the District boundaries -- District staff, parents/families, students, community members.

Objectives:

- To present the current academic program.
- To demonstrate how program development is done in a thoughtful way (cycle of inquiry) and supportive of all students.
- To emphasize how multiple measures of student outcomes guide our instructional decisions.



Communications Plan (continued)

1. Promotion of each work session in advance (promoting submission of questions in advance), utilizing District website, social media.
2. Forums for presentation and discussion (the work sessions), including public Q&A, accessible through the webpage.
3. News release/photo coverage post-event for each.
4. Dedicated page on the website, which includes Q&A.