

2020-21 KEY FOCUS AREAS

Learning and Achievement

The West Irondequoit Central School District embraces its primary role of ensuring that all students reach their highest levels of academic learning and achievement. We support each student reaching these levels by extending his/her thinking and the acquisition of skills through applied learning opportunities within and beyond the classroom.

Culture and Climate

The West Irondequoit Central School District has a central role to play in preserving the ongoing vitality of our community. Within this context, our district will foster a concept of continuous improvement for our community of learners. Learning and achievement are supported and communicated through the following principles:

- mutual respect -- fundamental to a climate and culture which supports an effective and safe learning environment;
- collaborative culture -- our students will experience the greatest levels of success in a culture where all partners in the educational process work together;
- collective trust – instrumental to a climate and culture of academic optimism which maximizes learning potential;
- equal access -- all children, notwithstanding their abilities, experiences, family or financial status, will have the necessary opportunities to achieve academic success;
- life-long learning activities -- including students, staff, parents/guardians, and community.

Transition

The West Irondequoit Central School District recognizes that an increasing number of transition areas must be proactively and simultaneously managed within an environment of uncertain governmental policies, court decisions, and finite resources while always maintaining the highly valued West Irondequoit education. These areas include:

- changing standards for student achievement;
- leadership sustainability;
- unpredictable funding;
- the provision of professional growth opportunities;
- planning for facilities that support instructional goals;
- the preservation and maintenance of district facilities investment.

KEY MEASURES

All West Irondequoit students will make continuous progress toward the goal of achieving at a mastery level that exceeds NYS standards:

- the cohort graduation rate will meet or exceed 97% ;
- the percentage of students obtaining a Regents diploma will meet or exceed 97%;
- the percentage of students obtaining an Advanced Regents diploma will meet or exceed 75%;
- the number of students challenging themselves and achieving mastery through upper level vocational and technical courses will remain consistent or increase;
- the percentage of graduates having accessed College credit coursework will meet or exceed 92%;
- the drop out number will decrease;
- the percentage of students K-12, achieving and moving towards the mastery level on all assessments for learning will increase.

1. Foster pride in West Irondequoit's culture of achievement through:
 - celebration of success for all students and staff;
 - acknowledgment of exceptional efforts.
2. Continue to foster collaborative and proactive labor relations.
3. Continue to improve community-school district collaboration and relations:
 - effectively engage the community in positive interactions including the design of opportunities for active listening
 - use a variety of resources, including technology, to enhance timely communications;
 - provide information and support to students and parent/guardians during transitions from level to level and school to school, especially for parents/guardians new to our school system;
 - communicate curricula, policies and procedures to proactively engage parents/guardians as partners in the educational process of their children.
4. Appropriately address student social and emotional needs that directly affect academic success.

1. Anticipate and advocate federal and state governments and the State Education Department for decisions that benefit our school community
2. Continue to provide and to monitor a stable, predictable level of taxation through controlled budgetary expenditures and conservative estimates of revenue.
 - We will manage reductions across the district to least affect students in situations that warrant this process.
3. Actively recruit, develop, and retain highly competent faculty, staff, and administrators.
4. Continue to build the information base to support research and development for long range planning and program effectiveness.

KEY OBJECTIVES

Engage in research-based best practices that build classroom and school community and close learning gaps in a hybrid, remote or in-person learning environment.

Maintain high expectations for students while investigating new and novel data sets to determine the strengths and needs of students.

Incorporate culturally relevant pedagogy within buildings and classrooms.

Utilize Multi-Tiered Systems of Supports/Response to Intervention (MTSS/RtI), including cohort review, Instructional Support Team and Problem-Solving Team meetings in order to proactively address learning gaps, social-emotional needs, course placement and to target cognitive growth.

Recognize the achievements and efforts of students and staff that exemplify the core commitments of the WICSD.

Research and implement best practices to recruit, hire and retain highly effective staff.

- Continue to build upon best practices to diversify staff through recruitment efforts, “Pathways to Teaching” program and professional learning to those involved in hiring on implicit bias.
- Evaluate and revise practices for hiring.
- Analyze, revise and update job descriptions to support the hiring and retention of a highly effective staff.
- Create a cycle of review and updates to job descriptions.
- Conduct exit interviews to analyze reasons for staff resignations.
- Analyze exit interview information to create a three-year plan to increase retention of employees.
- Design a plan to focus on staff wellness.

Develop the Coalition for Equity and Diversity in the WICSD; establishing the mission, vision and plan to support culturally relevant pedagogy district-wide.

Provide training and support to parents and families in the use of District learning and communication systems.

Develop and refine transition programs to support students and families, leveraging technology and communication channels; including the transition of students back to face to face learning models from remote learning.

Pursue the mission and vision of the WICSD Social Emotional Learning (SEL) Committee, by focusing on the priorities identified through 2019 Needs Assessment conducted by the Children’s Institute.

Utilize a 5-year financial forecast to inform long-range decisions regarding the impact of projected expenditures, tax levy increases, state and other revenue sources and the use of reserves and fund balance.

Engage local stake holders as well as state and federal representatives to promote needs for predictable state/federal aid sources in order to support district initiatives and the overall education mission.

Develop budgets that respects the tax levy cap that result in stable and predictable local tax impact.