

2011 – 2014 Strategic Plan

Mission:

The mission of the Elmsford Union Free School District is to enhance the teaching and learning process and to raise achievement for all students while developing mutual respect in our diverse community.

Vision:

We believe that the most promising strategy for achieving the mission of the Elmsford Union Free School District is to develop our capacity to function as a professional learning community. We envision schools in which staff:

- Unite to articulate a common mission and identify clear goals;
- Work together in collaborative teams to achieve those goals;
- Seek and implement best practices and research-based strategies for improving student achievement on a continuing basis;
- Monitor each student's progress; and
- Demonstrate a personal commitment to the academic success, talents, well-being, and social development of all students.

Performance Measure	2008	2009	2010	2011	2014 Target
% entering K "ready to learn"	-	-	-	-	tbd
% K – 2 ≥ DRA literacy benchmark	-	tbd	tbd	tbd	71
Grade 3 – 8 ELA % proficient					
- All students	-	-	48	49	65
- Students with disabilities	-	-	9	4	20
- English language learners	-	-	14	13	30
Grade 3 – 8 Math % proficient					
- All students	-	-	52	55	70
- Students with disabilities	-	-	17	4	tbd
- English language learners	-	-	23	20	tbd
Regents "gate" exams: % cohort pass (≥ 65 in 4 yrs)	69	80	76	86	90
% cohort graduating (4 yrs by 6/30)	75	75	76	80	90
% cohort graduating and ≥ 75 ELA and ≥ 80 Math Regents (4 yrs - 6/30)	-	-	37	n/a	50
% graduating w/ Adv. Des. Diploma	27	25	29	52	60
Excellence Index: % grad earning college credit and/or ≥ "3" on AP	-	-	-	58	67
% graduates attending college or other post-secondary	78	80	85	93	95

Priority: Common core learning standards:

- Align the PK – 6 curriculum to the common core learning standards (CCLS), beginning with ELA and Math. Align the 7 – 12 curriculum in all content areas to the CCLS.
- Annually review honors and enrichment opportunities to establish a district plan for honors-level course and enrichment offerings and their admission criteria.
- Increase academic rigor in all classrooms.

Priority: Culture of data-driven instruction:

- Building upon our professional learning communities, implement school-based inquiry teams that will use data to inform the teaching and learning process.
- Implement a district-wide system to identify and monitor at-risk students and provide research-based interventions targeted to individual student needs, including those of SWD and LEP subgroups.
- Use data to inform instruction so that all students are reading at their grade level benchmark.

Priority: Evaluation systems:

- Design and accept the Annual Professional Performance Review (APPR). Adopt local assessments required by the APPR.
- Clearly communicate the APPR documents and expectations.
- Monitor changes in New York State assessments.

Other priorities:

- Continue to implement initiatives to improve the literacy readiness skills of children birth to age 4.
- Provide sustainable programs and initiatives for our parents and community that increase communication, support district and building goals and improve the district's image.
- Continue our plans to upgrade, repair and maintain district buildings and grounds.
- Balance regulatory and educational needs to provide a fiscally sound budget.

Direct district professional development to the priorities above.